

# FAIRFIELD UNIVERSITY

## GRADUATE SCHOOL OF EDUCATION & ALLIED PROFESSIONS

1993-1994



*The Jesuit University of Southern New England*

## **Applications and Information**

For applications and additional information, please write or call:

### **Graduate School of Education and Allied Professions**

Canisius Hall, Room 104

Fairfield University

Fairfield, CT 06430-7524

Telephone (203) 254-4250

Fairfield University admits students of any sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

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# GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Master of Arts and Certificate of Advanced Study

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## The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal edu-

cation is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

## The University

Fairfield University, founded in 1942, became the 26th institution of higher learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, the School of Business, the School of Nursing, the Graduate School of Education and Allied Professions and the School of Continuing Education.

**Located in America's "academic corridor,"** — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters and cinemas, restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

**Fairfield's 210-acre campus** is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.



All of the University's buildings are modern and well-suited to the needs of its students. Some of the outstanding buildings are the Bannow Science Center; the Nyselius Library; the Recreational Complex; the Faculty Office Building; the Regina A. Quick Center for the Arts, with a 730-seat theater, a smaller experimental theater, and art gallery; and the Egan Chapel of St. Ignatius Loyola.

## Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.



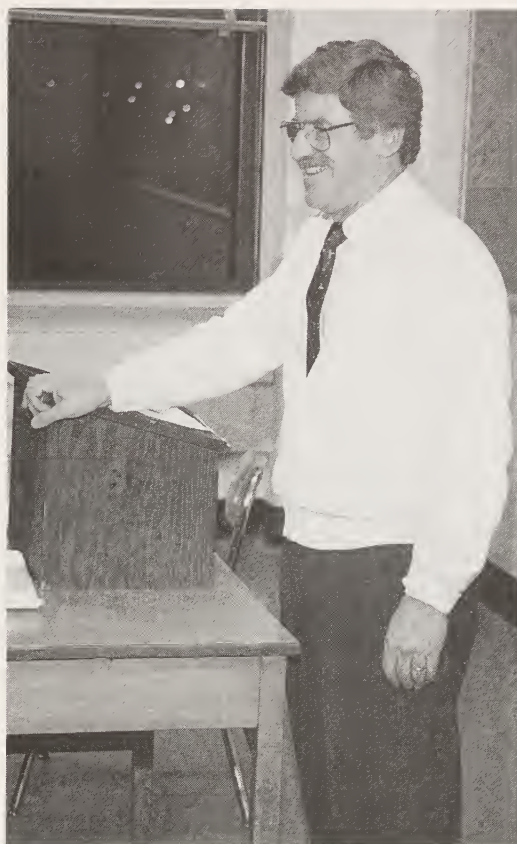
The State of Connecticut Department of Education has approved the programs for teacher certification at the secondary level and graduate programs leading to certification in specialized areas of education in the Graduate School of Education and Allied Professions. In addition, its School and Community Counseling programs have received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA).

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980, the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. In February 1983, the State of Connecticut Department of Higher Education granted full accreditation for the Master of Science in Financial Management program.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.



This catalogue pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.



## A Message to Students

Fairfield University has a long-standing tradition of preparing professionals in education and human services. This tradition began in 1950 when the first classes in graduate education were offered toward the master's degree. Since that time we have worked to improve the education of children and youth in Connecticut by advancing the knowledge and skills of teachers, school administrators and the education support personnel in the schools of our region and of the state.

In the mid-1970s, the Graduate School of Education expanded its mission to include the training of persons entering other human service professions. In 1981 our name was changed to the Graduate School of Education and Allied Professions to reflect this additional thrust in our academic programs.

We look forward with enthusiasm to expanding our contributions to the local, national and international communities. Our global village is now a reality and we must serve all aspects of our community and school systems. It is important that we educate a new cadre of teachers to meet the needs of the twenty-first century.

Our programs leading to the Master's degree or a Certificate of Advanced Study, the academic requirements, the courses and the faculty involved are described in this catalogue. The schedule of course offerings for each semester and the summer sessions appears in a separate publication which is made available prior to registration.

A handwritten signature in cursive script that reads "António Simões". The signature is fluid and elegant, with a large, sweeping "S" for the last name.

António Simões  
Dean

# Graduate School of Education and Allied Professions

## Calendar 1993-94

### Fall Semester 1993

|                            |   |
|----------------------------|---|
| August 2-September 3 ..... | Mail and walk-in registration, Mondays through Fridays  |
| September 1-3 .....        | Registration with advisors, 3-7 p.m.                    |
| September 7 .....          | Classes begin   |
| September 8-17 .....       | Late registration, 9 a.m.-4:30 p.m.                     |
| October 8 .....            | Last day to register for Fall Comprehensive Examination |
| October 11 .....           | Holiday, Columbus Day — no classes                      |
| October 22 .....           | Last day to apply for January graduation                |
| November 24-28 .....       | Thanksgiving Recess                                     |
| December 8-10 .....        | Fall Comprehensive Examinations                         |
| December 20 .....          | Last class day  |

### Spring Semester 1994

|                              |  |
|------------------------------|--|
| December 13-January 14 ..... | Mail and walk-in registration, Mondays through Fridays     |
| January 12-14 .....          | Registration with advisors, 3-7 p.m.                       |
| January 17 .....             | Holiday, Martin Luther King's Birthday — no classes        |
| January 18 .....             | Classes begin  |
| January 19-31 .....          | Late registration, 9 a.m.-4:30 p.m.                        |
| February 4 .....             | Last day to register for Spring Comprehensive Examination  |
| February 11 .....            | Last day to apply for May graduation                       |
| February 21 .....            | Holiday, Washington's Birthday — no classes                |
| March 14-19 .....            | Spring Recess  |
| March 28-31 .....            | Comprehensive Examinations                                 |
| April 1-3 .....              | Easter Recess (evening classes only will be held March 31) |
| April 5-8 .....              | Comprehensive Examinations                                 |
| May 9 .....                  | Last class day   |
| May 22 .....                 | Commencement   |

### Summer Session 1994

Schedule to be announced.



# Admission

Individuals may apply to the Graduate School to pursue a Master's degree or a Certificate of Advanced Study, or as Special Status Students seeking credits for career enhancement or teacher certification. Applicants for the Master's degree must hold a Bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. An undergraduate cumulative quality point average of 2.67 is required. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.0 cumulative quality point average.

In addition, individual programs may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy and distribution of undergraduate courses. Dates for admission vary by program.

Applicants for the school administration, school counseling, school psychology and teacher preparation programs must (a) fulfill the CONNCEPT requirements; (b) have an undergraduate cumulative quality point average of 2.67; (c) present two letters of reference in support of their teacher potential; (d) interview with a faculty panel; and (e) meet other entry requirements as determined by the Connecticut State Board of Education.

Enrollment as a Special Status Student also requires prior completion of a Bachelor's degree from an accredited college or university. Students in this status whose career plans change may apply to become matriculated students. Up to nine graduate credits earned as a Special Status Student may be applied toward the M.A. or C.A.S. if the student is admitted to a program. All course work done as a Special Status Student, as well as the quality of the student's prior academic record and recommendations, will be considered.

## International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL

composite score of 550 is strongly recommended for admission to the graduate school.

## Application Procedure

### A. Applicants for a Degree, Certificate or Teacher Certification

Students seeking admission must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Associate Dean.
3. Submit two letters of recommendation, preferably one of which will be from current employer or supervisor.
4. Consult a faculty advisor or the Associate Dean about course selection before registering for the first time.
5. Any matriculated student enrolled in a course of study leading to a degree who was born after December 31, 1956, must provide proof of immunization for measles and rubella.

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Status Student for one semester pending receipt and disposition of application materials.

### B. Special Status Students

Students not seeking a degree or certificate may enroll and earn up to nine credits.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.

Special Status Students may request permission to extend their status beyond nine credits. This will require the submission of all former academic records but will not affect the nine credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date. Beyond nine credits, Special Status Students must apply for admission to the graduate school prior to enrolling for additional credits.



## **Matriculation/Continuation**

In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to matriculate and continue in a program after completion of the first 12 semester hours of course work. To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

## **Readmission**

All students who interrupt their education more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Associate Dean at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, then it will be necessary to submit a new application for admission to graduate programs. A review of past work will determine the terms of readmission.

Students who receive their Master's degree from Fairfield University and who desire to begin programs leading to the Certificate of Advanced Study are required to file a new application of admission to the new program.

## **Advisement**

All matriculated students must have a faculty advisor. Students will be assigned a temporary advisor at the time they are notified of admission. After taking nine hours of graduate course work, the student should select a permanent faculty advisor. All matriculated and Special Status Students must meet with their advisors during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Information about state certification requirements may be obtained from graduate faculty advisors or the Associate Dean.

## **Transfer of Credit and Waivers**

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after completion of the Master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Associate Dean before registering for such courses.

# Academic Regulations

## General Regulations for Degrees

Students are to complete all requirements for a program within a period of six years from the date of enrollment in the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. See "Readmission."

Over and above the minimum requirements stated in the catalogue, the Dean may require additional evidence of fitness for the degree.

## Master of Arts

1. The candidate must complete a minimum of 33 credits as specified by the program.
2. The candidate must complete 18 or 21 credits in major field and all other courses required by the program.
3. The candidate will be required to pass a written comprehensive examination in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted. Candidates in the Foundations, Curriculum and Teaching Program may opt to complete a masters thesis instead of the Comprehensive Examination.

All students must register with the Dean's office for the comprehensive examination. Refer to the Graduate School Calendar for the deadline for registration.

## Certificate of Advanced Study

The Certificate of Advanced Study requires:

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.
2. Completion of 15 credits in the major field and all other courses required by the program.
3. Completion of a practicum or internship at the end of the program. (May not apply in School Counseling or Community Counseling.)

## Off-Campus and Mini-Courses

The School restricts to 12 the number of credits that can be earned in off-campus courses which may be applied to an M.A. or C.A.S. program. The number of one-credit mini-courses which may be applied to these programs is restricted to six.

## Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study in the Dean's office.

The application must be submitted at least three months prior to receipt of the degree.

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All students are invited to attend the annual Commencement Exercises in May.

## Academic Load

A full-time student is one who carries nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of nine credits.

## Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

With permission of the Associate Dean, students can take certain undergraduate courses for graduate credit. These courses are numbered 300 and above and a grade of B or higher must be achieved.

## Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Options for independent study include field studies or library research. Students must submit a preliminary proposal with the Independent Study Application Form, which is available in the Dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

## Grades

The work of each graduate student is graded on the following basis:

|    |                          |                     |
|----|--------------------------|---------------------|
| A  | Excellent                | 4.00 quality points |
| A- |                          | 3.67 quality points |
| B+ |                          | 3.33 quality points |
| B  | Good                     | 3.00 quality points |
| B- |                          | 2.67 quality points |
| C+ |                          | 2.33 quality points |
| C  | Fair                     | 2.00 quality points |
| C- |                          | 1.67 quality points |
| P  | Pass                     |                     |
| F  | Fail                     | 0.00 quality points |
| I  | Incomplete               |                     |
| W  | Withdrew without penalty |                     |

Incomplete grades automatically become failures if the missing work is not completed within 30 days after the beginning of the next regular semester. A student who elects to withdraw from a course must do so in writing to the Dean. Pass or Fail grades are used in a limited number of courses. Any grade below a B minus (B-) may not be credited toward a Certificate of Advanced Study.

## Comprehensive Examination Grades

The following designations for grading the written Comprehensive Examination of work offered for the Master's degree in the Graduate School of Education and Allied Professions are used:

High Pass      Pass      Failure

Permission to take the examination may be requested after the completion of 24 semester hours of classwork. If the first examination is failed, one retake examination is permitted. The Comprehensive Examination is a requirement for all programs leading to the Master of Arts degree except in the Foundations, Curriculum and Teaching Program in which candidates may elect to take the Comprehensive Examination or complete a Master's Thesis.

## Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Associate Dean. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Approved programs are indicated on the Page 19. All graduates of these programs are legally qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalogue, pages 20-71.

## Tuition and Fees

The schedule of tuition and fees follows:

|  |            |
|--|------------|
| Application for matriculation<br>(not refundable) .....          | \$40.00    |
| Registration per semester .....                                  | \$20.00    |
| Tuition per credit .....   | \$280.00   |
| Late registration .....  | \$50.00    |
| Change of course .....   | \$10.00    |
| Transcript .....   | \$4.00     |
| Commencement fee (Required<br>of all degree recipients) .....    | \$90.00    |
| Lab fee .....  | \$45.00    |
| Materials fee .....  | \$15-50.00 |
| Promissory note fee .....  | \$25.00    |
| Student Teaching, Practicum,<br>and Internship Fees (each) ..... | \$25.00    |

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

Full payment of tuition and fees or authorization for billing a company must accompany registration. Payments may be made in the form of cash (in-person only), check, money order, MasterCard, VISA or American Express. The minimum charge on all credit card transactions is \$50.00. All checks are payable to Fairfield University.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.



### *Deferred Payment*

During the Fall and Spring semesters, students deemed eligible may defer payment on their tuition as follows:

For students taking less than six credits — at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to the semester.

For students taking six credits or more — at the time of registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the note will prevent future deferred payments and affect future registrations.



### *Reimbursement by Employer*

Many corporations and school systems pay their employee's tuition. Students should check with their employers.

If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead stating approval of the course registration and the terms of payment. The terms of this letter, upon approval of the Office of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration. Students will be required to sign a promissory note which requires a \$25.00 processing fee. The note states that an outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration by either a MasterCard, VISA or American Express credit card. If the company offers less than 100% reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

## **Assistantships**

A small number of part- and full-time University assistantships are available to assist promising and deserving students. Assistantships will be awarded on a semester basis only and students must reapply each semester for renewal of assistantship award. Renewal of award is based on academic performance, previous service performance, and at the discretion of the Dean.

A graduate assistant shall be appointed to a curriculum area and assigned duties as determined by the Dean and the faculty responsible for the curriculum area.

The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship the student must work up to a maximum of 20 hours per week in the appropriate division and under the direction of the program director.



Applications are available in the Dean's office and to be submitted to the Dean at least four weeks prior to the first day of registration for any given semester.

Assistantships are also available in the Media Center. Applications are to be submitted to the Director of the Media Center.

## Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate Dean's office immediately after the withdrawal from class. (Fees are not refundable.) The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on MasterCard, VISA or American Express must be applied as a credit to your charge card account.

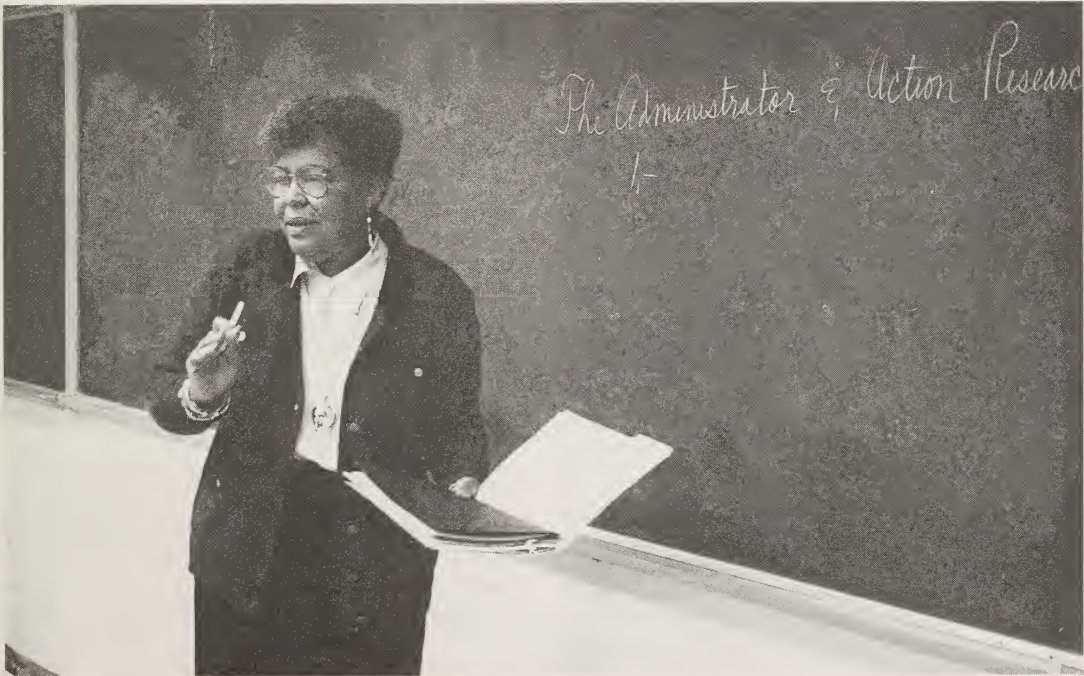
|                               | Amount Refundable |
|-------------------------------|-------------------|
| Before first scheduled class  | 100%              |
| Before second scheduled class | 90%               |
| Before third scheduled class  | 80%               |
| Before fourth scheduled class | 60%               |
| Before fifth scheduled class  | 40%               |
| Before sixth scheduled class  | 20%               |
| After sixth scheduled class   | 0                 |

**Refund takes 4-6 weeks to process.**

NOTE: If federal or state aid is utilized, the refund amount may be less than the above percentages.

## Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the University Seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.



# General Information

## Course Numbering System

### Undergraduate

|         |   |
|---------|---|
| 01-99   | Introductory courses  |
| 100-199 | Intermediate courses without prerequisites  |
| 200-299 | Intermediate courses with prerequisites   |
| 300-399 | Advanced courses, normally limited to juniors and seniors and open to graduate students with permission |

### Graduate

|         |  |
|---------|--|
| 400-499 | Graduate courses, open to undergraduate students with permission |
| 500-599 | Graduate courses   |

## Financial Aid

### Federal Stafford Student Loans (formerly *GSL*)

Under this program, graduate students can apply for up to \$7,500 per academic year (\$8,500 for periods of enrollment starting after October 1, 1993) from a bank in their home state. Any student applying for a Stafford Student Loan must submit a Free Application for Federal Student Aid (FAFSA) to Iowa City, IA, for a need analysis determination. A loan application and a signed copy of the most recently filed income tax form must be submitted to the Financial Aid Office.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation. Repayment may be extended over a maximum of 10 years.

## Withdrawal

Students who wish to withdraw from a single course, all courses, or the School must submit a written statement of their intention to the appropriate Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

### Federal Supplemental Loans for Students (Federal SLS)

Under this program, independent graduate students can apply for up to \$10,000 per academic year from a bank participating in the program. Any student applying for a Federal SLS must submit a Free Application for Federal Student Aid (FAFSA) to Iowa City IA, for a need analysis determination. All Federal SLS applicants must be considered for a Federal Stafford Loan first. A loan application and signed copy of the most recently completed income tax form must be submitted to the Office of Financial Aid.

Repayment begins 60 days after the funds are disbursed. Some banks will defer interest and principal while the student is enrolled.

### Family Education Loan Program (FELP)

Loans to assist graduate and professional students pay the cost of attending the University. Repayment begins 30 to 60 days after the loan is disbursed at a fixed rate of 9.7%. Interest-only payments are required while student is in school. Loans are available from \$2,000 to \$20,000 per academic year.

To apply, contact the Connecticut Higher Education Supplemental Loan Authority at 1-800-252-FELP in Connecticut or 1-203-522-0766 from out of state.

### Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition reimbursement plan for their employees. Students should check with their employers about policies and procedures which apply to degree studies. (Also see Tuition and Fee section on page 14 for University policy.)

### Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment status or rate of compensation.



## Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The University Registrar's office will complete and submit the certification form.

## Alumni Association Graduate School Grant

The Fairfield University Alumni Association, recognizing the value of graduate education and the financial needs of students pursuing an advanced degree, has established a scholarship grant. This grant will be awarded annually to a matriculating member of the University's Graduate School of Education and Allied Professions, or the Master of Science in Financial Management Program in the School of Business.

The scholarship is based on need and academic achievement. To be eligible for the award, candidates must have completed a minimum of 12 credits. The scholarship is for the Spring semester and covers the cost of one three-credit course. Applications are available each fall in the Alumni Relations Office, Southwell Hall, and are reviewed by the selection committee in early December. For more information call the alumni office at (203) 254-4280.

## Library

The Nyselius Library contains more than 240,000 carefully selected bound volumes, the equivalent of 55,000 volumes in microform, and 1,800 journals and newspapers. A media resources department provides convenient use of audio-visual and other non-print materials, and supervises a micro-computer lab. The reference department offers interlibrary loan and on-line and CD-ROM bibliographic search services. The stacks are open to all students and there is study space, primarily at individual carrels, for more than 600 students. For the convenience of the campus community, the library is open more than 104 hours a week except during vacation periods.

Because the library has an automated circulation system, students must obtain barcode labels for their University identification cards at the circulation desk before they can borrow materials.

## Campus Ministry

The Campus Ministry Team is composed of three Jesuit priests, a religious sister, laywoman, and a Protestant minister. The members of the ministry team provide counseling and spiritual direction, foster prayer life, coordinate interfaith and ecumenical religious events, conduct liturgies and retreats, and encourage student-led ministries and participation in community service and international mission opportunities. The ministers are available at any time for students' needs and can be reached at the Pedro Arrupe, S.J. Campus Ministry Center or in their residence hall suites.

## Housing

University residence hall facilities on campus are reserved for undergraduates. However, off-campus housing for graduate students can be arranged on an individual basis through the coordinator of off-campus housing, Loyola Hall.

## Student Services

Graduate students are invited to participate in the non-academic facets of campus life. Many of the University's student services are available to students in the graduate schools on a fee-for-service basis.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

### Informal Procedure

*Step one:* The student attempts to resolve any academic grievance with the faculty member, Area Program Director, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

*Step two:* The student consults the Area Program Director, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

*Step three:* The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

### Formal Procedure

*Step one:* If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

*Step two:* The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the

Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

*Step three:* For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

*Step four:* The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

*Step five:* The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

## The Campus Center

The Campus Center is the social focal point for all sectors of the University community. The Center is open weekdays and Fridays from 8 a.m. to midnight; Saturdays and Sundays from 8 a.m. to 11 p.m.

Included in the Campus Center facilities are: the bookstore (open Monday-Friday, 9 a.m.-4:30 p.m., telephone 255-2324), game room, mail room (open Monday-Friday, 9:30 a.m.-3:45 p.m.), ride boards, weekly activities bulletin, and the Stag-Her Inn (Snack Bar open Monday-Friday, 8 a.m.-midnight; Saturday and Sunday, noon-11 p.m.). For more information, call the Campus Center Information Desk from 9 a.m. to 9 p.m., (203) 254-4222, or ext. 4222.



## Recreational Complex

The Recreational Complex is a multi-purpose facility with a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball and jogging; enclosed courts that can be used for handball and racquetball; two exercise rooms; a multi-purpose room that can be used for modern dance, gymnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

## Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Barone Campus Center, ext. 4222.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.



## Parking

All vehicles must display a valid parking permit and park properly in the designated area. Parking permits may be obtained at the Security Department, Room 2, Loyola Hall. **A valid University identification card or receipt of registration and a motor vehicle registration must be presented when registering.**

Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. A number of parking spaces have been designated for handicapped persons throughout the campus. Vehicles of handicapped persons displaying a current permit either from the state in which they reside or a University permit may park in these areas. A pamphlet detailing traffic and parking regulations is available at the Security office.

## Graduate School of Education and Allied Professions

The major emphasis of the graduate programs of this School has been on preparing students to utilize their knowledge in school settings. However, as its name implies, the Graduate School of Education and Allied Professions is becoming increasingly involved in the preparation of individuals for human service professions that support the student in school as well as in the family and community settings.



Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study (C.A.S.) are offered in these areas:

1. Foundations, Curriculum and Teaching  
School Administration and Supervision  
Early Childhood Education  
Professional Development  
TESOL, Foreign Language and Bilingual/  
Multicultural Education
2. Community Counseling
3. School Counseling
4. Marriage and Family Therapy (M.A. only)
5. Applied Psychology (M.A. only)
6. School Psychology
7. Special Education  
Bilingual Special Education  
Education of the Gifted and Talented  
Special Education Consulting Teacher
8. Educational Technology  
Computers in Education  
Educational Media

Approved Connecticut Department of Education Certification Programs include:

1. Intermediate Administrator
2. School Counselor
3. School Media Specialist
4. School Psychologist
5. Secondary Teaching
6. Special Education
7. Superintendent of Schools

### Family Counseling Center at Fairfield University

The graduate program in Marriage and Family Therapy offers marriage and family therapy to individuals, couples and families in the community through the Family Counseling Center. The Center is staffed by advanced graduate students under the supervision of professional faculty. Fees for services are based on a sliding scale. For further information, call (203) 254-4000, extension 2306.

# Foundations, Curriculum and Teaching

## Faculty

|                                 |                    |
|---------------------------------|--------------------|
| Nancy Ellis ( <i>Director</i> ) | Sr. Julianna Poole |
| Anthony Costa                   | Antônio Simoes     |
| Francis Lewis, S.J.             | Gwendolyn Thomas   |
| Susan Moore                     |                    |

The professional development programs in Foundations, Curriculum and Teaching are concerned with early childhood, elementary and secondary school teachers and administrators and supervisors. They give special attention — at all levels — to general problems of schooling: curriculum planning, methods of instruction and development of teacher competencies.

Professional development can be pursued through Master's and C.A.S. level programs of a general or a specialized nature. Concentrations are available in administration and supervision, TESOL, foreign language and bilingual/multicultural education; and in early childhood. Certification in teaching of academic subjects at the secondary school level is offered for individuals preparing for the profession.

The concentration in administration and supervision may lead to certification as an intermediate administrator or superintendent of schools. PLEASE REFER TO PAGES 27 AND 28 FOR DEGREE REQUIREMENTS FOR CONCENTRATION IN ADMINISTRATION AND SUPERVISION.

## Requirements for the Master of Arts

1. Completion of 33 credits
2. Required Courses
  - a. ED 429 Philosophical Foundations of Education (should be taken within first nine credits. NOTE: This is the required philosophy course for the Master's level student. Only by explicit exception should a Master's candidate be permitted to take any other course to fulfill the requirement.)
  - b. ED 499 Introduction to Educational Research (should be taken after matriculation.)
  - c. MD 400 Introduction to Educational Technology

- d. ED 512 Contemporary Issues in Education (Prerequisite: At least 12 credits toward masters degree.)
3. Area of concentration and/or approved electives, 21 credits
  4. Completion of either a comprehensive examination or a Master's Thesis
    - a. Comprehensive Exam—Candidates selecting this option are required to register to take the examination after having completed at least 24 credits.
    - b. Master's Thesis—Candidates selecting this option are required to:
      1. complete ED 499 prior to selecting the thesis option;
      2. after completing at least 15 but not more than 30 credits, inform their advisor of their decision to write a thesis;
      3. obtain instructions for preparing the Master's Thesis from the Director of the Foundation, Curriculum and Teaching Program;
      4. after completing at least 24 credits, take ED 498 Thesis Seminar;
      5. after receiving written approval of the thesis by the members of the reading committee, complete an oral defense of the thesis.

## Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
  - a. ED 521 Comparative Philosophies of Education
  - b. ED 534 Theories of Learning
  - c. ED 565 Principles of Curriculum Development and Evaluation
  - d. ED 590 Practicum in Teaching
3. Areas of concentration and/or approved electives, 18 credits

## Teaching Certification

1. Secondary Education (academic subjects except English)
  - a. A course in foundations of education, i.e., ED 429
  - b. A course in educational psychology, i.e., ED 442
  - c. A course in curriculum or methods of teaching, i.e., \*ED 465 or ED 565



- d. A course in special education, i.e., ED/SE 350
- e. Supervised observation and student teaching, i.e., ED 381/382
- f. A course in multicultural education, i.e., ED 441
- g. A course in U.S. history, if not taken at the undergraduate level.

\*Required of applicants with no teaching experience.

2. English in Secondary Education
  - a. A course in foundations of education, i.e., ED 429
  - b. A course in educational psychology, i.e., ED 442
  - c. Methods courses in the teaching of English and reading, i.e., ED 459 Developmental Reading in the Secondary School and ED 466 Special Methods in Secondary School English
  - d. English credits (30 semester hours total) must include: EN 405 Literature for Young Adults; EN 311 Advanced Composition and Teaching Writing; and a course in the English language, i.e., EN 317 Traditional & Structural Grammar.
  - e. Supervised observation and student teaching, i.e., ED 381/382
  - f. A course in special education, i.e., ED/SE 350
  - g. A course in multicultural education, i.e., ED 441
  - h. A course in U.S. history, if not taken at the undergraduate level

State regulations also require that students must pass an entry examination CONNCEPT (or provide SAT scores of 1000 or better, with neither verbal nor math subscores less than 400), present a minimum Quality Point Average of 2.67 and pass an exit examination, CONNTENT, to become certified by the State of Connecticut. Consult state regulations for all other requirements, including the credits required in teaching fields. Information related to most recent Connecticut Certification Regulations is available from graduate faculty advisors or the Associate Dean.

## Areas of Concentration

This section lists course descriptions for the following areas of concentration: 1) Foundations, Curriculum and Teaching; 2) Administration and Supervision; 3) TESOL, Foreign Language and Bilingual/Multicultural Education; 4) Early Childhood; and 5) Teaching Fields.

## Course Descriptions

### Foundations, Curriculum and Teaching

#### SE 350 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be examined. Included in this study will be methods of identifying and working effectively with special-needs children and youth in the regular classroom.

*3 credits*

#### ED 381/382 Directed Observation and Supervised Student Teaching

This course offers a semester experience in local schools for students who have been approved as qualified candidates for teaching. Students will be involved five days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s). Given in the Spring Semester only; students must register by mid-term of the fall. (Prerequisites: Formal acceptance into Teacher Preparation Program and completion of all certification requirements.)

*6 credits*

#### ED 401/402 Internship in Teaching

The student spends a minimum of one semester in a public school under the supervision of a clinical professor.

*6 credits*

#### ED 404 Creative Drama for the Classroom Teacher

Examination of philosophies, objectives, values, and teaching strategies of child drama. Hands-on approach to the techniques of theater: movement, pantomime, improvisation, and story dramatization. Consideration of the creative process and



development of the creative personality will be emphasized, as well as ways drama can motivate and teach basic skills, the core curriculum, and creative writing. Individual teaching projects will be developed. *3 credits*

### **ED 421 Teaching Study Skills**

Instruction in effective study and work skills is essential if school and independent time are to be used efficiently. These skills should be introduced in the early grades and utilized throughout the student's schooling. The topics covered in this course will illustrate the developmental levels of study skills acquisition and will show how familiarity with a broad spectrum of skills enables students to fuse the process of learning with the content of learning. *3 credits*

### **ED 429 Philosophical Foundations of Education**

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life. *3 credits*

### **ED 435 Current Topics for Elementary Teachers**

This course has been designed with the elementary teacher as its main constituent. The course will cover a variety of topics such as: problem solving tactics; developing a positive learning atmosphere; developing conferencing skills; developing questioning skills; exploring a variety of current teaching models; and exploring the teaching competencies. *3 credits*

### **ED 439 Integrating Writing Process and Children's Literature in the Elementary Classroom**

Current research indicates that reading and writing should be integrated in the elementary classroom. This course is designed to give practical assistance to teachers who wish to integrate writing process and children's literature in elementary classrooms. Among the topics to be considered are: the connections between children's personal narratives and stories by professional authors;

genres of children's literature as models for children's writing; a multicultural approach to children's literature; students' publications as literature in the classroom; and extending literacy through literature. *3 credits*

### **ED 441 Teacher and Learner in the Multicultural Classroom**

Designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers, this course sensitizes teachers to cultural and dialectal diversity. It provides insights and instructional tools for dealing with cultural pluralism in the classroom. It focuses on developing enhanced awareness of and tolerance and appreciation for diverse values, cognitive styles and world views. *3 credits*

### **ED 442 Educational Psychology**

This course is designed to provide an understanding of the psychology of teaching and learning. Emphasis will be placed on child and adolescent development, motivation techniques, theories of teaching and learning, working culturally diverse student populations, monitoring and assessing student performance, and examining current issues in educational psychology. Especially appropriate for those new to the profession, this course will help students develop insights into student behavior. *3 credits*

### **ED 447 Teaching Elementary School Mathematics**

The course studies child growth patterns in learning mathematics from a Piagetian point of view, using commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. It develops awareness of math in other subject areas, and the ability to quantify and express mathematical relationships in many media. All activities are related to use in the classroom, K-8. *3 credits*

### **ED 455 Reading in the Content Areas**

Designed for middle and high school teachers of all curricular areas, this course involves an exploration of the problems caused by the diversity of content area reading demands. Current reading

theory and research are used as the bases for developing instructional strategies to enhance reading comprehension and critical thinking in a variety of curricular fields. *3 credits*

#### **ED 459 Developmental Reading in the Secondary School**

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas to be explored include questioning techniques, concept development, study strategies and assessment. *3 credits*

#### **ED 465 Teaching Methods for Secondary School**

The course includes a treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school. *3 credits*

#### **ED 466 Special Methods in Secondary School English**

The organizational pattern in which English can best be taught is explored, with an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication and dialogue. *3 credits*

#### **ED 470 Using Newspapers as Teaching Tools**

This intensive one-week workshop is designed to assist teachers at all grade levels and in all subject matter areas. Techniques in using the newspaper as an effective curriculum tool will be examined. Teachers will learn the anatomy of a newspaper, its changing role in today's society and how the news is gathered and reported. Strategies will be developed in various curriculum areas using the newspaper as a core resource. Conducted on campus and at the *Connecticut Post*. *3 credits*

#### **ED 489 The Reading Workshop**

This course is designed for teachers who are interested in establishing a Reading Workshop in their language arts classes. The Reading Workshop, which was first established by Nancie Atwell in Boothbay Harbor, Maine, provides a practical structure for implementing a literature-based reading program. Topics to be considered include: psycholinguistic theory, the structure of the reading workshop, the classroom library, responding to readers, reading mini-lessons, and dialogue journals. Part of each class session will serve as a model workshop in which participants read and respond to each other. *3 credits*

#### **ED 490 Behavioral Modification and Instructional Management with Students**

This course provides students with training in behavioral and instructional technology as it relates to teaching and managing the academic and social behavior of students. Content will include such topics as behavioral assessment, procedures to modify problematic behaviors, techniques to observe and record behavior, functional analysis of behavior, a review of model behavior modification classroom programs, ways to involve parents as behavior change agents and an analysis and discussion of successful intervention strategies for modifying the behavior of mainstreamed students. *3 credits*

#### **ED 493 Explorations in Critical Studies**

This course explores alternative approaches to education. The works of liberatory educators, such as Paulo Freire e.g., provide the bases for dialogues on transforming education. The teacher's role is viewed as one of empowering students to think critically about themselves and their relation to education and society, and the student's role is seen as one of active participation in the learning process. *3 credits*

#### **ED 497 Science and Health in the Elementary School**

The purpose of this course is to make every elementary teacher a teacher of science and health without fear or anxiety. It is aimed at those teachers who wish they knew more about how to teach science and health. The course will bridge the gap between theory and practice, knowledge and ap-

plication. It will take the inquiry-oriented approach emphasizing scientific exploration. *3 credits*

#### **ED 498 Thesis Seminar**

A seminar for those students who have selected the thesis option for completion of the Master of Arts degree in which students will develop their research proposals, carry out the research and complete their theses. *3 credits*

#### **ED 499 Introduction to Educational Research**

This course is designed to familiarize the student with the tools, methods and sources of educational research, and to provide practice in the skill of becoming an educated consumer of this research. *3 credits*



#### **ED 505 Teaching Writing in the Secondary School**

This introductory course integrates theory and practice and is designed for secondary teachers who desire to teach writing by using a process approach. Topics will include: writing research, writing development, classroom methods for teaching writing in the secondary school, the use of journals, cooperative practices in the secondary writing classroom, reading-writing connections and exposition writing. Students will experience writing process through their own writing. *3 credits*

#### **ED 506 Teaching Writing in the Elementary School**

This introductory course is designed for teachers who desire to implement the teaching of writing as a process in their elementary classrooms. Topics to be considered include: psycholinguistic foundations of writing process, writing research, writing development, the integration of theory and practice, classroom methods for teaching writing process from first draft to final copy, and helping children learn the writer's craft. Students in this course will experience writing process through their own writing. *3 credits*

#### **ED 507 Methods of Teaching Social Studies in the Elementary School**

This course will explore content and strategies for teaching social studies at the elementary level. Methodology and research which incorporate social studies concepts with those posited by multicultural education will be the focus of instruction. This integration will promote incremental development and elaboration of understandings across grade levels. Ways to involve elementary students in the realities of cultural diversity will be examined and implemented by lesson design and corresponding activities. *3 credits*

#### **ED 512 Contemporary Issues in Education**

A PAIDEIA type seminar to investigate and discuss current issues in our schools. Issues such as policy formation, multicultural education, textbook and curriculum selection, desegregation strategies, substance abuse, teen suicide, assessment and evaluation, student rights, and others will be discussed in order for the learner to become informed about the complex issues currently confronting American education. (Prerequisite: At least 12 credits towards master's degree.) *3 credits*



**ED 517 Developing Collaborative Learning Methods**

This workshop is designed to allow the participant to develop collaborative learning exercises within their curriculum. The ultimate aim of the workshop, which will be predominately hands-on, is to integrate collaborative exercises into the syllabi for the upcoming school year.

*3 credits*

**ED 521 Comparative Philosophies of Education**

This course offers a comparison of systems of philosophy currently influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values.

*3 credits*

**ED 522 Piaget: The Developmental Process**

This course explores Piaget's findings regarding the cognitive, affective and moral development of the young person and the implications for schooling practice.

*3 credits*

**ED 530 Elements of Effective Instruction: Exploring the Knowledge Base**

A continually updated study of the emerging research data about what improves teacher effectiveness and what improves student learning. Includes studies of teaching models, motivation techniques, classroom management procedures, learning strategies and other such issues. Students will be encouraged to analyze the professional knowledge base and then reflect upon their own behaviors in the classroom.

*3 credits*

**ED 533 Learning Values:****Moral Development and Moral Education**

Contemporary theory and practice are studied, including investigation and evaluation of the work of Simon ("Values Clarification"), Piaget, Kohlberg ("Six Stages of Moral Development").

*3 credits*

**ED 534 Theories of Learning**

The course presents a detailed consideration of the conditions of human learning found in the principal schools of psychology on the contempo-

rary scene that are particularly significant for education. Investigation of other theories will be required for individual reports.

*3 credits*

**ED 555 Techniques in Diagnosing Reading Problems**

This course offers a survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses.

*3 credits*

**ED 559 Remedial Reading**

This course develops competency in selection and use of reading strategies/techniques for pupils of below average reading achievement level.

*3 credits*

**ED 565 Principles of Curriculum Development and Evaluation**

The principles, problems, theories and critical issues in curriculum organization are studied. The main thrust of the course is the gaining of practical knowledge on developing and improving curriculum. Emphasis is placed on the identification and systematic study of concerns and new directions in curriculum development and improvement, based on current research and thought.

*3 credits*

**ED 590 Practicum in Teaching**

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific school situation.

*3 credits*

**ED 595 Independent Study in Teaching/Curriculum/Foundations**

This course requires self-selected activity by qualified students under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Student must submit preliminary proposal, detailed research design, and a comprehensive report and evaluation. Frequent consultation with faculty advisor is required.

*3-6 credits*

## Administration and Supervision

The concentration in Administration and Supervision seeks to develop administrators who will have the technical, human and conceptual skills, and the leadership ability needed to manage schools and school systems. While the major emphasis has been on preparing students to utilize their knowledge in educational settings, increasing emphasis has been placed on broader application and transfer of knowledge and skills to other fields.

The curriculum in the concentration in Administration and Supervision embraces and includes the recommendations of the Connecticut State Department of Education regarding the preparation, induction, assessment and certification of school administrators at the Intermediate and Superintendent levels.

Students who desire to concentrate in Administration and Supervision have three academic options:

1. A 33-credit pre-certification Master of Arts degree.
2. A certification program for those students who wish to obtain certification as Intermediate Administrator or Supervisor.
3. A Certificate of Advanced Study program which could incorporate the requirements for either the intermediate administrator or superintendent's certificate.

### *Certification Requirements*

All applicants who are seeking certification are advised to read the appropriate section of the state regulations manual.

## 1. Master of Arts in Administration

This is a 33-credit Master's degree program with a major in Administration and Supervision. Students in this program must take an additional 18 post-master's credit hours to fulfill the certification requirements for certification as an intermediate administrator or a supervisor.

For entrance into the program, students must possess a baccalaureate degree from an accredited or approved institution and complete the application procedure. In addition, candidates must have a minimum of three years professional experience in schools and hold, or be eligible for, a Connecticut teaching certificate.

The academic requirements for the program are:

### A. Required Courses

1. ED 429 Philosophical Foundations of Education
2. ED 512 Contemporary Issues in Education
3. MD 400 Introduction to Educational Technology
4. ED 534 Theories of Learning
5. ED 441 Teacher and Learner in the Multicultural Classroom
6. ED 565 Principles of Curriculum Development and Evaluation
7. EA 529 Research, Trends and Issues in Administration
8. SE 403 Issues and Problems in Special Education
9. EA 520 Principles of Supervision
10. EA 405 The Professional School Administrator
11. EA 510 Administrative Leadership

### B. Completion of Comprehensive Examination

N.B. Completion of the Master's Degree Program in Administration and Supervision does not meet the state requirements for certification of Intermediate Administrators.

## 2: Certification Program for Intermediate Administrator or Supervisor

This program is directed to those students who wish to obtain Connecticut state certification for the Intermediate Administrator/Supervisor. For entrance into the program, students must possess a master's degree from an accredited or approved institution and complete the application procedure. In addition, candidates must have a minimum of three years professional experience in schools and hold, or be eligible for, a teaching certificate.

Compliance with all other requirements of the current Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

The academic requirements for this program are:

1. Foundations and Curriculum (6 credits)
  - a. ED 534 Theories of Learning
  - b. ED 565 Principles of Curriculum Development and Evaluation
 (If these two courses have been taken at the masters level, credits may be waived.)
2. Administration and Supervision (18 credits)
 

**School and Administration (3-6 credits)**

  - a. EA 405 The Professional School Administrator (REQUIRED)

- b. EA 510 Administrative Leadership
- c. EA 512 School Finance
- d. EA 530 The Principalship
- e. EA 550 Organization and Administration of a School System
- f. EA 555 Education Law

**Personnel Evaluation and Supervision (3-9 credits)**

- a. EA 520 Principles of Supervision (REQUIRED)
- b. EA 532 The Administrator and Staff Development
- c. EA 533 The Principal and Staff Management

**Contemporary Educational Problems (3-9 credits)**

- a. ED 512 Contemporary Issues in Education
- b. EA 400 Managing Change for School Improvement
- c. EA 529 Research, Trends and Issues in Administration ((REQUIRED)
- d. EA 536 The Administrator and School Culture
- e. EA 540 Simulated Problems in Administration

**Internship in Administration (3 credits; prerequisite 15-21 credits)**

The Connecticut Department of Education requires a special certificate for department chairpersons who manage a subject area department less than 50 percent of the time. Those who need to obtain Department Chairperson certification must:

- A. Hold or be eligible for a Connecticut teaching certificate in the subject area of the department to be chaired.
  - B. Hold a master's degree from an approved institution.
  - C. Earn 6 graduate credits in instructional supervision and management, 6 graduate credits in curriculum development, and 6 graduate credits in their subject area.
  - D. Have at least three years of successful teaching in a public school or in an approved private school.
- Persons desiring certification as a department chairperson should contact the Director of the Administration and Supervision Program.

### 3: The Certificate of Advanced Study - C.A.S.

This 30-credit program is directed to those students who possess a master's degree from an accredited or approved institution and wish to pursue a professional degree while simultaneously gaining state certification as either an intermediate supervisor or superintendent of schools.

The academic requirements for this program are:

1. Foundations and Curriculum (9 credits)
  - a. ED 534 Theories of Learning
  - b. ED 565 Principles of Curriculum Development and Evaluation

(If these two courses have been taken at the masters level, 6 credits in electives may be substituted.)
2. Administration and Supervision (21 credits)

**School and Administration (3-9 credits)**

- a. EA 405 The Professional School Administrator (REQUIRED)
- b. EA 510 Administrative Leadership
- c. EA 512 School Finance
- d. EA 530 The Principalship
- e. EA 550 Organization and Administration of a School System
- f. EA 555 Education Law

**Personnel Evaluation and Supervision (3-9 credits)**

- a. EA 520 Principles of Supervision (REQUIRED)
- b. EA 532 The Administrator and Staff Development
- c. EA 533 The Principal and Staff Management

**Contemporary Educational Problems (3-9 credits)**

- a. ED 512 Contemporary Issues in Education
- b. EA 400 Managing Change for School Improvement
- c. EA 529 Research, Trends and Issues in Administration ((REQUIRED)
- d. EA 536 The Administrator and School Culture
- e. EA 540 Simulated Problems in Administration

**Internship in Administration (3 credits; prerequisite 24 credits)**



# Course Descriptions

## **EA 400 Managing Change for School Improvement**

This course will examine the administrator's role in the change process as well as promising and innovative practices and models currently in use in schools. Ways in which schools and school systems are changing to support students and their families, to empower staff, and to build more effective relationships with their communities as well as each other will be explored. The course should assist students in developing a vision of schools of the future. *3 credits*

## **EA 405 The Professional School Administrator**

Educational leadership, supervision and management concepts necessary for leading schools into the 21st century will be critically examined. The role of the educational leader at all levels of administration will be explored in relation to general, special and urban educational settings. Field visits, where appropriate, will be required. *3 credits*

## **EA 505 Community and Public Relations**

The course covers the relations of school administrators with their various publics and the communications media; interest groups within the community and their effect on education; and problems of educational leaders in working with pressure groups. Techniques used to present educational interpretations will be considered. *3 credits*

## **EA 510 Administrative Leadership**

Concepts of leader behavior include the development of personal identity, direction and purpose; values clarification is added. Upon this base the course explores styles of management and is integrated into psycho-social development. Emphasis is placed upon the "how-to" in developing the students' potential in leadership traits and qualities. *3 credits*

## **EA 511 Ethics in School Administration**

This course introduces the school administrator to the skills of analyzing and resolving the ethical dilemmas that regularly confront them in their daily professional lives. Believing that ethical reasoning

is a skill and its acquisition requires practice, case studies to illustrate particular ethical issues are utilized. Some of the topics addressed include intellectual liberty, individual freedom and the public interest, equality of opportunity, and educational evaluation and authority. *3 credits*

## **EA 512 School Finance**

Practices, procedures and problems regarding school finance are addressed. Included in this program are the studies of theories of taxation; local, state and federal revenues; impact of court decisions; equalization; budgeting, accounting and school property management; and the management of school activities. *3 credits*

## **EA 520 Principles of Supervision**

This course will consider the application of principles and techniques of supervision within the school. The "how to" of classroom observation and teacher evaluation is explored. The partial use of videotaped lessons is used to teach the student in administration methods of writing teacher evaluations using a self-evaluation instrument. The remediation of unsatisfactory performance is discussed along with tenure, promotion, merit and/or dismissal. *3 credits*

## **EA 522 Administration of Special Education**

This course will provide an overview of issues unique to the administration of special education programs and staff. Among the topics covered will be the legal mandates associated with special education services, district-wide program development, and supervision/evaluation. This course is recommended for professionals preparing to administer special education programs or preparing for building or central administration positions. *3 credits*

## **EA 529 Supervision: Research, Trends, and Issues in Administration**

This course serves as an integrating function to facilitate the design and critical review of educational research for administrators and supervisors. A review of the logic tools and methods of conducting and reporting educational research is necessary to aid the student in Administration to undertake the composition of assignments and term

papers. Topics include: feasibility studies, analysis of input/processing/output requirements, data organization and file structure and project planning (required for Master's degree). *3 credits*

### **EA 530 The Secondary School Principalship**

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a secondary school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians and cafeteria workers. Also, relationships with other organizational divisions of the local, state and federal levels will be studied to determine their effects upon a school unit and the responsibilities of the principal. *3 credits*

### **EA 532 The Administrator and Staff Development**

Principles of adult development and learning will provide a framework for the design, implementation and evaluation of staff development programs at the school-based or system-wide levels. The organization and climate of school settings will be examined as well as the leader's role in developing a professional culture in schools. Trends, issues, problems and models of staff development will be explored. *3 credits*

### **EA 533 The Principal and Staff Management**

Geared specifically toward the requirements for Intermediate Administrator and/or Superintendent certification, this course explores the nature of the roles that administrators play in the process of curriculum development. Among the topics to be covered are: needs assessment and change, determining goals and objectives, selection and organization of content, and assessing and evaluating. In addition, the specific administrative roles of Curriculum Supervisor, Curriculum Developer, Curriculum Evaluator, and Curriculum Leader will be presented. *3 credits*

### **EA 536 The Administrator and School Culture**

This course will explore the concept of schools and school systems as organizations with unique cultures. The characteristics of cultures: values, communication networks, symbol systems, heroes and heroines, rites and rituals, etc., will be examined in terms of their relationships to change. The role of leadership and

culture to improve learning and teaching in a school system will also be studied. Students will learn to analyze organizational cultures for children and adults as a prerequisite to strengthen schools and/or bring about change in them. *3 credits*

### **EA 540 Simulated Problems in Administration**

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed. *3 credits*

### **EA 550 Organization and Administration of a School System**

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored. *3 credits*

### **EA 555 Education Law**

This course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; transportation; special education; contracts; certification; teacher rights, student rights, etc. Students will be expected to report on assigned cases and statutes. *3 credits*

### **EA 561 Administrative Uses of Microcomputers**

This course seeks to provide an understanding of the uses and limitations of computers as administrative and management tools, of the types and uses of information involved in typical school administrative functions, and the effectiveness of computerized assistance in performing those functions. Students will get hands-on experience working with microcomputers as well as hearing guest lecturers with expertise in given areas. *3 credits*

**EA 565 Policy Formulation in Administration**

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. In a workshop setting, the student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes. *3 credits*

**EA 568 Teaching the Disadvantaged**

A graduate course designed to help teachers and administrators understand the conditions which lead to educational difficulties with minority populations. Methods will be explored for helping disadvantaged children to overcome these educational difficulties which arise from background and environmental conditions. *3 credits*

**EA 590 Practicum in Administration and/or Supervision**

This course is designed to activate accepted principles of administration and/or supervision in real school situations and is subject to approval, supervision and evaluation by the local school administration involved and by the faculty in Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups. *3 credits*

**EA 593 The Department Chairperson: First Supervisor**

Topics discussed include: position in school organization, curriculum, improving instruction, supervision instruments, personal qualities, professional competence, videotaping, performance objectives, performance criteria, performance data, performance assessments, conferences and leadership. *3 credits*

**EA 595 Independent Study in Administration and/or Supervision**

Individual projects in administration or supervision will be undertaken with the agreement of and under the supervision of the faculty in Administration and Supervision. Prior consultation is required. *3 credits*

**EA 596 Internship in Administration**

The intern is required to do fieldwork for one semester or one academic year in a school building under the supervision of the principal. The fieldwork will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with a designated faculty member. Placement must be approved by the principal and the intern's faculty advisor. *3 credits*



## TESOL, Foreign Language and Bilingual/Multicultural Education

This area of concentration is designed for teachers and prospective teachers in the areas of Teaching English to Speakers of Other Languages (TESOL), Foreign Language Education (including English as a Foreign Language — EFL), and Bilingual/Multicultural Education. Applicants interested in emphasizing either Foreign Language Education or Bilingual/Multicultural Education must demonstrate proficiency in English and at least one other language.

A program of studies is individually planned for each student in accordance with his/her experience and areas of interest. A minimum of 33 credits is required. The required courses are outlined below. Some courses may be substituted at the discretion of the coordinator.

2. ED 436 Methods and Materials for Second Language Teaching
3. ED 461 Reading and Writing in a Second Language or  
ED 445 Comprehending and Communicating in a Second Language
4. ED 477 Culture and Second Language Acquisition
- c. Emphasis on Bilingual/Multicultural Education
  1. ED 423 Principles of Bilingualism and Second Language Acquisition (within the first 12 credits)
  2. ED 426 Methods and Materials in Bilingual Programs or  
ED 451 Content Area Instruction in Bilingual/ESL Classrooms
  3. ED 477 Culture and Second Language Acquisition or ED 441 Teacher and Learner in the Multicultural Classroom
  4. ED 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education
3. Electives, 9 credits
4. Completion of either a comprehensive examination or a Master's Thesis

## Requirements for the Master of Arts

1. Completion of 33 credits
2. In addition to the requirements specified for the Master of Arts in Foundations, Curriculum and Teaching, students must complete the following courses or approved equivalents.
  - a. Emphasis on TESOL
    1. ED 423 Principles of Bilingualism and Second Language Acquisition (within the first 12 credits)
    2. ED 436 Methods and Materials for Second Language Teaching
    3. ED 441 Teacher and Learner in the Multicultural Classroom or  
ED 477 Culture and Second Language Acquisition
    4. ED 461 Reading and Writing in a Second Language or  
ED 445 Comprehending and Communicating in a Second Language
  - b. Emphasis on Foreign Language Education/EFL
    1. ED 423 Principles of Bilingualism and Second Language Acquisition (within the first 12 credits)

## International Exchange Study

The Master of Arts program in Multicultural Education provides an opportunity for graduate students to attend classes as well as conduct scholarly research utilizing the faculty expertise, library and research facilities of Fairfield University and the *Universidade Nova De Lisboa* in Portugal or Fairfield University and the *Tianjin Institute of Education*, *Shanghai Teachers University* or *Tianjin Normal University* in the Republic of China.

Students should inquire through the Graduate School of Education and Allied Professions Dean's office and meet the established admission requirements for the Master of Arts degree as stated in the catalog. In addition, students need the written approval of the International Exchange Study coordinator, Dr. António Simões.

**Attendance** will alternate between Fairfield University's Graduate School of Education and Allied Professions and the specified exchange university.

**Housing and transportation** are the responsibilities of the student. Fairfield University and the host international university will assist students in locating off-campus housing.

**Tuition** is payable to Fairfield University at the rate in effect at the time of attendance as specified in the catalog of the Graduate School of Education and Allied Professions regardless of which campus student actually attends.

**Written and Oral Language Fluency** in the language of the exchange country is required.

**Coursework** given at Fairfield University will be 3 credits courses with duration of one semester. Courses given abroad may earn from 1 to 6 credits per academic semester depending on the number of contact hours. Students may select Pass/Fail grading for courses taken abroad.

**An interview** with Dean António Simões and the program advisor is required. Student must make an appointment to be interviewed as part international exchange study.

## Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. In addition to the requirements specified for the Certificate of Advanced Study in Foundations, Curriculum and Teaching, students must complete the following courses or approved equivalents.
  - a. ED 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education
  - b. ED 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
  - c. ED 528 Second Language Curriculum Development
3. Electives, 9 credits

## Course Descriptions

### ED 422 Teaching Grammar in Second Language Settings

The teaching of grammar is a necessary component of language programs. The aims of this course are to provide foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the attention of the learner to specifically structural regularities. The realization of these aims will be complemented by analyzing the theoretical considerations of second language grammar teaching. *3 credits*

### ED 423 Principles of Bilingualism and Second Language Acquisition

This course explores the research and theories underlying bilingualism and second language acquisition in children and adults. Students will gain an understanding of the concepts, issues and cultural influences involved in bilingualism and second and foreign language learning. In addition, the various models of ESL and bilingual education will be explored, and themes, such as the proficiency movement, communicative competence and language assessment, will be discussed. *3 credits*

### ED 426 Methods and Materials in Bilingual Programs

Designed for elementary and secondary bilingual teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to bilingual learners. Students will have the opportunity to examine a variety of bilingual education program models, to analyze frequently used methods and materials, and to discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. *3 credits*

### ED 433 Practicum in TESOL

Students who are qualified candidates for teaching English to speakers of other languages will participate in a field experience in actual ESL programs in selected instructional environments. Students will have the opportunity to explore methods, tech-

niques and assessment in the field of ESL. Individual conferences will be held, and the student will be assisted, observed and supervised by a Graduate School representative and a cooperating teacher. *3 credits*

#### **ED 436 Methods and Materials for Second Language Teaching**

Designed for foreign and second language teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to ESL and foreign language students. A major goal of the course is to discuss the development and enhancement of communicative environments in language classrooms. Students will have the opportunity to examine a variety of innovative methods and to discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. *3 credits*

#### **ED 441 Teacher and Learner in the Multicultural Classroom**

Designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers, this course sensitizes teachers to cultural and dialectal diversity. It provides insights and instructional tools for dealing with cultural pluralism in the classroom. It focuses on developing enhanced awareness of and tolerance and appreciation for diverse values, cognitive styles and world views. *3 credits*

#### **ED 445 Comprehending and Communicating in a Second Language**

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying the acquisition of speaking and listening skills in a second language. Strategies for assessing student performance, for evaluating and adapting materials, and for enhancing communicative competence in the classroom will be presented. *3 credits*

#### **ED 451 Content Area Instruction in Bilingual/ESL Classrooms**

This course examines language and learning in the content areas while emphasizing the communicative environment of the classroom. Teaching strategies that enable the learner to understand the discourse of content subjects will be explored. Textbooks and materials which incorporate content area instruction will be examined, and procedures for integrating content area subjects and for assessing students' progress in the content areas will be discussed. *3 credits*

#### **ED 461 Reading and Writing in a Second Language**

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying first and second language reading and composing processes. Procedures for understanding and analyzing the problems that characterize second language readers and writers will be explored. Strategies for assessing student performance, for evaluating and adapting materials, and for enhancing the comprehension and creation of written second language discourse will be presented. *3 credits*

#### **ED 477 Culture and Second Language Acquisition**

Designed for foreign/second language and bilingual teachers, this course sees culture and language as interdependent phenomena. The basic concepts, research and principles applicable to culture and language learning are explored. Emphasis will be on the practical application of the concepts to the language classroom. Students will also gain an enhanced awareness of their assumptions regarding their own and other cultures, and they will gain an understanding of how these assumptions influence language teaching and learning. *3 credits*



**SE 419 Special Learners in the Bilingual/ESL Classroom**

This course is designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented bilingual or Limited-English-Proficient children and adolescents will be examined. Methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms will be explored. *3 credits*

**ED 504 The Limited English Proficient Student in the Regular Classroom**

This course is designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are Limited-English-Proficient (LEP). An overview of second language acquisition theory will provide the framework for discussing ways to meet the needs of LEP learners. Strategies for developing and adapting materials, for creating communicative classroom environments and for assessing student performance will be presented. *3 credits*

**ED 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education**

This course, which will be conducted in a seminar format, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural education. Contemporary socio-political controversies surrounding bilingual education and ESL instruction will be discussed. *3 credits*

**ED 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs**

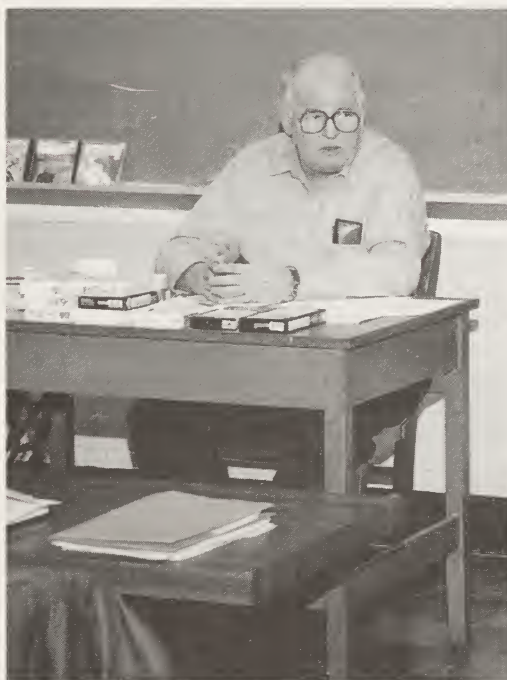
Designed for foreign/second language and bilingual teachers, this course provides an overview of techniques for assessing second language and bilingual proficiency. Standardized instruments currently in use will be evaluated. Students will have the opportunity to analyze techniques for assessing a variety of factors relevant to second language and bilingual proficiency including I.Q., academic achievement, language aptitude, and competence in reading, writing, speaking and listening. In addition, controversial issues affecting language assessment, such as the proficiency movement, will be discussed. *3 credits*

**ED 528 Second Language Curriculum Development**

This course is designed to familiarize foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The emphasis of the course is on devising curricula in accordance with the needs of learners. Strategies for analyzing needs, for developing curricula that focus on communication, and for evaluating and choosing appropriate materials and assessment instruments will be presented. *3 credits*

**ED 589 Practicum in Bilingual Programs**

Students who are qualified candidates for teaching in a bilingual setting will participate in a field experience in actual bilingual programs in area school systems. Students will gain experience in bilingual methods, techniques, planning and assessment. Individual conferences will be held, and the student will be assisted, observed and supervised by a Graduate School representative and a cooperating teacher. *3 credits*



## Early Childhood

### ED 405 Exploring Early Childhood

This course will be geared primarily to teachers, parents, leaders and day care workers of children age infant-5. The emphasis will be on new approaches based on current understandings of child development. *3 credits*

### ED 413 Building Curriculum for Pre-School and Young Primary Children

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques—all with a reading readiness and skill approach. *3 credits*

### ED 414 Assessment in Early Childhood Education

This course will deal with the skills needed to look at and see children being children, to learn their language, to record the process objectively and to begin to interpret the data collected. *3 credits*

### ED 437 Awakening to Literacy: The Young Child As Reader and Writer

Young children acquire a great deal of knowledge about the workings of written language prior to entering school. This course is designed for educators who wish to explore connections between early literacy and language instruction. The course will emphasize fostering natural reading-writing environments for young children. Among the topics to be considered are: the family as an environment for literacy; the underlying logic of literacy development; the importance of reading to young children; the child as reader, writer, teacher; and early literacy as the foundation of early instruction. *3 credits*

## Teaching Fields

### EN 311 Advanced Composition

This course is designed for English education majors and students who wish to improve their expository and creative writing skills and to master practical teaching skills. *3 credits*

### EN 317 Traditional and Structural Grammar

Designed for both English education majors and for experienced English teachers, the course presents an introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English, its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view. Special emphasis will be given to the teaching of language arts, including composition and stylistic analysis. *3 credits*

### N 404 Children's Literature

This course emphasizes developing an awareness of a variety of books that combine literary excellence and subjects appropriate to a child's world. Topics to be considered include: comparison of authors, illustrators, and genre; literature-based elementary classrooms; literature across the curriculum; reader response; critical thinking/critical reading; and the role of children's literature in a pluralistic society. *3 credits*

### EN 405 Literature for Young Adults

Over the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The purpose of this course is to explore the major current authors, poets and illustrators of works written for young adults. Among the topics to be considered are: theories and purposes of reading literature in the classroom; developing criteria for evaluating adolescent literature; reader response in the classroom; reading workshop; and integrating adolescent literature across the curriculum. *3 credits*

### EN 482 The English Language — Form and Function

Designed for teachers and prospective teachers of English or of English to speakers of other languages, this course provides a linguistic analysis of the English language. Students will gain an understanding of the phonological, morphological, lexical and syntactic systems of English. In addition, attention will be given to the sociolinguistic aspects of the language. *3 credits*

# Computers In Education, Media/Educational Technology

## Faculty

Ibrahim M. Hefzallah

*(Co-Director, Media/Educational Technology)*

John J. Schurdak

*(Co-Director, Computers in Education)*

## Computers and Communications

Our computer program faculty has a long history of assisting teachers and administrators to learn to use computers professionally in their classrooms. The Fairfield staff is credited with developing the first course in computer-assisted instruction to be offered at the graduate level, and it organized the earliest Master's degree program designed primarily to prepare teachers and administrators to use computers in instruction.

The Computers in Education Program has IBM PS/2, Apple IIGS and Macintosh LC computer classrooms. Almost all courses are held in one of these classrooms, and many classes use two or all three of these computer environments. Each student is normally assigned to an individual micro-computer during class time.

## Media/Educational Technology

The educational media program attempts to offer a strong and up-to-date program in instructional technology including theory, production and applications. It emphasizes the effects of communication technology on the learner, the educational system and the society as a whole.

Students in the program learn how to plan and produce instructional programs applying the systems approach in teaching. Equipment and facilities available for students production include still picture and motion picture cameras, a multi-color camera TV studio, portable color video cameras and video cassette recorders, video post production, a multi-station darkroom, microcomputer classrooms, interactive video and CD-ROM laboratory.

Internships in television and in media production, and in school media libraries are available options to students majoring in educational media and to students seeking school media certification.

## School Media Specialist Certification

Course requirements for a State provisional certificate are as follows:

1. Students holding a Provisional Teacher's Certificate with at least one year of successful teaching must complete a minimum of 24 credits in media courses.  
It is recommended that the selection of courses cover both the print and the nonprint media.
2. Students without a Provisional Teacher's Certificate must complete a minimum of 24 credits in media and 24 credits from the following:

Required:

|                |   |
|----------------|---|
| MD 381/<br>382 | Directed Observation and<br>Supervised Student Teaching in<br>Media |
| ED 429         | Philosophical Foundations of<br>Education                           |
| PY 446         | Developmental Psychology I  |
| MD 400         | Introduction to Educational<br>Technology                           |
| ED 565         | Principles of Curriculum<br>Development                             |
| ED/SE<br>350   | Special Learners in the<br>Regular Classroom                        |
| ED 441         | Teacher and Learner in the<br>Multicultural Classroom               |



## Computers in Education

### Requirements for the Master of Arts

The major in Computers in Education requires the completion of 33 credits as follows:

1. At the beginning of the program:
  - CS 400 Introduction to Computers
  - ED 429 Philosophical Foundations of Education
  - or
  - ED 521 Comparative Philosophies of Education
2. Three of the following courses:
  - CS 401 Computer Programming for Teachers: BASIC I
  - CS 403 Introduction to AppleWorks for Teachers
  - CS 405 Introduction to LOGO and LogoWriter
  - CS 410 Introduction to PASCAL
  - CS 418 Introduction to Microsoft Works for Teachers
  - CS 501 Applications of Computers in Education: BASIC II
  - CS 503 AppleWorks II
  - CS 505 Logo II
  - CS 509 PASCAL II
3. Computer applications courses totaling 6 credits
4. Each of the following courses:
  - CS 504 Introduction to Computer Graphics
  - CS 510 Seminar on the Selection, Design & Evaluation of Curriculum Materials for Microcomputers
  - CS 511 Practicum in Computer Assisted Instruction I

One elective (3 credits). If a student has not previously taken a Theories of Learning course, or equivalent, this elective must be devoted to either ED 534 Theories of Learning or ED 522 Piaget: The Developmental Process.

5. Comprehensive Examination

### Requirements for the Certificate of Advanced Study

Students who have earned a Master's degree may pursue a C.A.S. subject to the general regulations listed on page 12. Courses will be arranged in consultation with the faculty and will include ED 534 and ED 521 if not taken previously.



# Course Descriptions

## Computers in Education

The Computers in Education program has IBM PS/2, Apple IIGS and Apple Macintosh LC computer classrooms. Almost all courses are held in one of these classrooms, and many classes use two, or all three of these platforms. Each student is normally assigned to an individual microcomputer during class time.

### CS 400 Introduction to Computers

The purpose of this course is to introduce teachers and administrators to the world of computers to provide the information necessary to teach computer literacy courses. Topics in this course will include the history of computing, an overview of computer hardware and programming, a survey of computer applications, the impact of computers on society, the computer and the individual, the public perception of computers and the future of computing. *3 credits*

### CS 401 Computer Programming for Teachers: BASIC I

This course has no prerequisites and is geared for the first-time computer user who is interested in studying the use of computers in the classroom. This course will start at the most elementary level of programming, with no prior knowledge presumed. Students will receive instruction in developing programs for classroom instruction using the BASIC language. Lab fee \$45. *3 credits*

### CS 402 Use of Computers to Teach Thinking and Problem Solving

Teachers in this course will study the use of the computer for developing and enhancing a range of thinking skills and problem solving strategies. Students will use software packages developed by Judah Schwartz and by the Educational Development Center primarily to achieve these objectives. Participants in this course will develop teaching strategies and plans for using these packages in their classrooms. *1 credit*

### CS 403 Introduction to AppleWorks for Teachers

This course is an introduction to the use of Apple's integrated software to teach computer literacy, to explore the use of databases in teaching, and to assist teachers in classroom management. Students will learn to use the database, spread sheet and word processing applications of this software package. No prior computer experience is expected. Lab fee \$45. *3 credits*

### CS 404 Introduction to AppleWorks Accessories

Students will learn to use programs designed to enhance and to expand the usefulness of AppleWorks. The AppleWorks accessory package produced by the Beagle Brothers will be included. A working knowledge of AppleWorks is a prerequisite. Lab fee \$15. *1 credit*

### CS 405 Introduction to LOGO and LogoWriter

This course will introduce students to LOGO, to its use in the classroom and to the rationale leading to its development. This is designed for the first-time computer user. No prior knowledge of programming is required. Lab fee \$45. *3 credits*

### CS 406 Introduction to the Instructional Use of Paint/Write/Draw

Students will learn to use this new integrated package which enables teachers and students to merge graphics and drawing with a word processing program that offers a variety of type styles and fonts, yet with its Macintosh-like interface is relatively easy to master. Lab fee \$15. *1 credit*

### CS 407 Authoring Languages for Teachers

This workshop introduces teachers to the use of authoring software. New programs like Tutor-Tech or the Simulation Construction Set make the creation of interactive lessons dramatically easier. Lab fee \$15. *1 credit*

**CS 408 Introduction to Computers in Writing**

How has the computer, the newest educational technology, altered writing, our practice and teaching of it? What does it promise for the future? In this course, we will examine these questions from several theoretical and practical points of view. Readings are frequently illustrated with hands-on software use. Beginning with an examination of notions of test, literacy and communications, we will review writing theory, writing process and types of electronic collaboration. Additional topics focus on hypertext and hypermedia, literacy criticism, aspects of planning and running successful computerized programs and what writers of various ages and levels of expertise, from emerging to accomplished, kindergarten through college, can expect from writing on computers. *3 credits*

**CS 409 Computers in Writing Across the Curriculum**

The focus in this course will be on ways in which computers can help students learn to write in subject matter areas. This course will emphasize writing as a process and will consider methods of applying computers to improve the writing ability of students. A significant part of participants' time will be devoted to the development of projects to teach writing within their own disciplines. *3 credits*

**CS 410 Introduction to PASCAL**

This is an introductory course in PASCAL, a high-level language that encourages good programming style. Students will be introduced to problem-solving methods, algorithm development, and will be taught to design, code, debug and document programs. Lab fee \$45. *3 credits*

**CS 411 Introduction to AppleWorks GS for Teachers**

This course is an introduction to the use of Apple's newest and most powerful integrated software. Students will learn to use the spreadsheet, database, word processing, page layout, graphics and telecommunications applications of this software package. Teachers will explore the use of these applications in teaching and in classroom management. No prior computer experience is expected. Lab fee \$45. *3 credits*

**CS 412 Introduction to the Use of Story-Writing Software**

Students will learn to use story-writing programs to teach writing, including original works, responses to topics in literature, social science and sciences, and testing. Participants will learn to use Shem the Penman, StoryWorks, StoryTree, and other story-writing software. *1 credit*

**CS 416 IBM in the Classroom — An Introduction**

In recent years IBM has become an increasingly important factor in the use of computers in the elementary and secondary school curriculum. In this course students will be introduced to the use of IBM microcomputers in a network environment, and will review a range of IBM instructional software. *1 credit*

**CS 417 Computers in Elementary Education**

This course will focus on the use of computers in elementary school instruction. Teachers will study effective approaches to using different computer environments, including the use of a single computer with a large monitor in a classroom, the use of an independent computer laboratory, and the use of a computer classroom. Participants will explore a broad range of software appropriate for the elementary school, and will study the integration of this software into all elementary curriculum areas. *3 credits*

**CS 418 Introduction to Microsoft Works for Teachers**

This course is an introduction to the use of Microsoft's integrated software to teach computer literacy, to explore the use of database, spread sheet, work processing and graphics applications of this software package. No prior computer experience is expected. *3 credits*

**CS 450 Use of Desktop Publishing in Instruction**

This course is designed to instruct teachers in the classroom use of three programs such as Springboard Publisher, the Newsroom, the Printshop and the Printshop Companion. Teachers will learn to use these publishing programs for both the creation of printed materials and as in-



structional tools with which students can create newspapers, posters, calendars, etc. *1 credit*

### **CS 451 Computer Animation**

The teaching of computer animation is often made difficult by the technical nature of current computer software. This course is designed to simplify the animation sequence. Each participant will be provided with drawing and animation tools which can be used both to introduce young students to the elements of computer animation, and to create animation sequences for any BASIC program.

*1 credit*

### **CS 452 Use of AppleWorks Database in Social Studies**

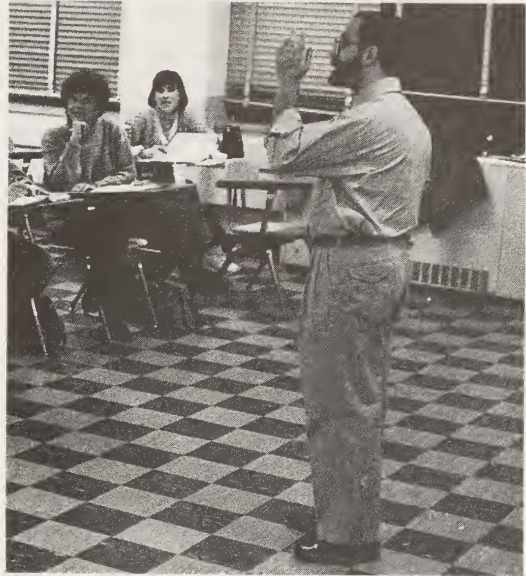
The database component of AppleWorks offers the Social Studies student and teacher a laboratory for the exploration of a variety of human phenomena. Global studies, American Demography, Urban Sociology, the American Revolution as well as the American League can all be explored in a unique and new way. Students can query the database, sort, search and summarize their findings. They can also create their own databases and ask other students to share their conclusions. Participants are expected to be familiar with the AppleWorks program. *1 credit*

### **CS 453 Use of Story Writing Programs in Instruction**

This course is designed for the teacher wishing to discover newer ways to interest younger students in the writing process. Participants will explore a new type of software which encourages students to create stories and illustrate them with graphics. Programs like Bank Street Storybook, Story Maker and StoryTree provide students with a format for creating and presenting stories both on the computer and in printed form. *1 credit*

### **CS 454 Use of Computer Applications in Social Studies Instruction**

Teachers will learn to use currently available software to achieve instructional objectives in Social Studies courses. Students will be introduced to the Tom Snyder Decision Series and a number of other programs with promise for Social Studies instruction. No prior computer experience is expected. *1 credit*



### **CS 455 Instructional Applications of AppleWorks**

Teachers will explore instructional applications of the spreadsheet and database capabilities of AppleWorks. Students should be familiar with AppleWorks. *1 credit*

### **CS 456 Use of Desktop Presentation Graphics in Instruction**

This workshop will present two graphics authoring programs—Broderbund's ShowOff and Scholastic's Slide Show—both excellent programs for creating software for group and individual presentations. ShowOff exploits the Apple GS graphics. Slide Show adds sound to tutorials. Lab fee \$15. *1 credit*

### **CS 457 Introduction to Networking in Schools**

This course will introduce students to networking in school buildings and within school computer laboratories. Participants will be introduced to the AppleTalk and Phonenet systems. The course will focus on the AppleShare file-sharing system. Students will become acquainted with the major factors to be considered in planning and selecting a communications system for school use. Lab fee \$15. *1 credit*

**CS 458 Introduction to Robotics in the Classroom**

In this course students will be introduced to LEGO TC Logo. Participants will experience the use of robotics in discovery and problem-solving activities. The course will focus on the integration of robotics into the curriculum to enhance the teaching of problem solving. A working knowledge of Logo is required. Lab fee \$15. *1 credit*

**CS 460 AppleWorks Accessories Part II**

Students will continue to learn to expand and enhance AppleWorks integrated software. Students will expand their skills with TimeOut's UltraMacro. New and more recent accessories will be addressed: TimeOut's Thesaurus, GS Font Editor, TimeOut Paint, Spreadtools, Macrotools, PowerPack and Desktools. A knowledge of AppleWorks and a familiarity with UltraMacro is expected. Lab fee \$15. *1 credit*

**CS 501 Applications of Computers in Education: BASIC II**

Students will expand their knowledge of BASIC by working with disk files and their application to various types of computer-assisted instruction. Varied forms of CAI will be discussed and programmed. Students will have the opportunity to create course modules in their own subject areas. (Prerequisite: CS 401 or permission of instructor) Lab fee \$45. *3 credits*

**CS 504 Introduction to Computer Graphics**

This course offers an introduction to the principles of graphics design and to graphics application packages. Students will design and implement computer graphics for instructional applications. (Prerequisite: CS 401 or permission of the instructor) Lab fee \$45. *3 credits*

**CS 505 LOGO II**

In this course students will learn to use the LOGO Operators that manipulate numbers, words and lists. This course will focus on LOGO as a programming language. Programming projects in this course will be directed toward applications that can be used in the classroom. (Prerequisite: CS 405 or permission of instructor) Lab fee \$45. *3 credits*

**CS 509 PASCAL II**

This course will prepare students to teach advanced placement courses in computer science. Topics to be covered include advanced linear data structures, tree structures, algorithms and numerical analysis. (Prerequisite: CS 410 or permission of instructor) Lab fee \$45. *3 credits*

**CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers**

Students will review instructional materials currently available for microcomputers, in order to develop criteria for their selection and use in the classroom. The seminar will include critiques of computer course strategies and tactics in the light of theories of instruction and principles of learning, and an introduction to the design and writing of course materials. (Prerequisites: CS 401 and CS 405 or permission of the instructor) *3 credits*

**CS 511-512 Practicum in Computer-Assisted Instruction I and II**

This practicum affords students an opportunity to prepare curriculum materials for presentation by computer, and to conduct independent studies. Students developing instructional materials may choose to use their own or their school's microcomputers, or the program's Apple IIGS or IBM PS2 computer systems. (Prerequisite: CS 510) *3 credits*

**CS 595 Independent Study in Computers**

Students may do individual study in computers with a faculty member. Proposals for independent studies are submitted prior to registration. *3-6 credits*

# Media/Educational Technology

## Requirements for the Master of Arts

The Major in Educational Media requires 33 credits with at least 24 credit hours in media.

### A. Required Courses (6 credits)

- MD 400 Introduction to Educational Technology
- MD 590 Internship in Media (full-time students)  
or
- ED 499 Introduction to Educational Research

### B. Areas of Specialization (27 credits)

#### 1. School Media Specialist

- MD 403 The School Library
- ED 429 Philosophical Foundations of Education

Choice of five of the following:

- EN 404 Children's Literature
- EN 405 Literature for Young Adults
- MD 404 Cataloguing of Teaching Materials
- MD 406 Introduction to Reference
- MD 405 Microcomputers in the School Library
- MD 425 History of Motion Pictures in the Western World
- MD 410 Sounds of Learning
- MD 415 Introduction to CD-ROM Applications in Education
- MD 433 Critical Viewing of Television

Choice of two of the following:

- MD 411 Production of AV Materials I
- MD 416 Introduction to Photography
- MD 421 Introduction to Motion Pictures
- MD 431 Video Production I
- MD 450 Computer Graphics for Visual Communication I

#### 2. Instructional Development Program

- ED 429 Philosophical Foundations of Education

Choice of 15 credit hours from the following:

- MD 415 Introduction to CD-ROM Applications in Education

- MD 418 Introduction to Interactive Videodisc Applications in Education
- MD 450 Computer Graphics for Visual Communications Part I
- MD 455 Communications in the Information Age
- ED 468 Curriculum for the 80's: New Age Teaching/Learning Strategies and Experiences
- MD 420 Writing for the Visual Media
- MD 460 Principles of Instructional Development
- MD 550 Planning and Producing Instructional/Training Programs
- MD/ PY545 Designing and Development of Training Programs

Choice of 9 credit hours from the following:

- MD 410 Sounds of Learning
- MD 411 Production of AV Materials I
- MD 451 Computer Graphics for Visual Communication: Part II
- MD 431 Video Production I
- MD 531 Video Production II

#### 3. TV Production

Choice of nine of the following:

- ED 429 Philosophical Foundations of Education
- MD 416 Introduction to Photography
- MD 418 Introduction to Interactive Videodisc Applications in Education
- MD 421 Introduction to Motion Pictures I
- MD 431 Video Production I
- MD 433 Critical Viewing of TV
- MD 450 Computer Graphics for Visual Communication: Part I
- MD 511 Production of AV Materials II
- MD 531 Video Production II
- MD/ PY545 Designing Development and Training Programs
- PY 471 Effective Interviewing
- MD 540 Practicum in TV Production
- MD 541 TV in Training and Business
- MD 550 Production of Training/Instructional Programs
- MD 410 Sounds of Learning
- MD 455 Communication in the Information Age
- MD 420 Writing for the Visual Media

#### 4. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. To be considered an educational media major, a students must accumulate 24 credit hours in media courses.

### C. Comprehensive Examination



## Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

### A. Required Courses

- ED 521 Comparative Philosophies of Education
- ED 534 Theories of Learning
- MD 500 Administration of Educational Media Programs  
or
- MD 580 Research in Educational Media Administration  
or
- MD 599 Research in Educational Media

Other courses must be in the selected area of specialized study.

### B. Areas of Specialization

#### 1. Media Management

Choice of one of the following

- EA 520 Principles of Supervision
- EA 510 Administrative Leadership

Selection of six courses from the School Media Specialist and Instructional Development areas.

#### 2. Instructional Development Program

(Open for candidates who have had their Master's degree in areas other than Instructional Development program.)

Choice of seven courses from the Instructional Development cluster.

#### 3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of seven courses from the TV Production cluster.

#### 4. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals (21 credit hours).



# Course Descriptions

## Media/Educational Technology

### **MD 381/382 Directed Observation and Supervised Student Teaching in Media**

Under the supervision of the media librarian, students will gain experience in the full spectrum of library media experiences, including design, implementation, delivery and evaluation of media services. Students will attend group seminars on campus every Wednesday for discussion of student experiences and presentations. Attendance at Wednesday afternoon group seminars is required. Individual conferences are also held and each student is assisted, observed, and evaluated by the University faculty and the cooperating media librarian. Student teachers must also enroll in ED/SE 350 (required for state certification).

*6 credits*

### **MD 400 Introduction to Educational Technology**

The first part of the course focuses on teaching as a system which targets the individual student to help develop the person as a whole. The second part focuses on the use of media and new instructional technology in designing effective teaching strategies and environments conducive to learning. The third part focuses on the new literacies, including computer literacy and media literacy.

*3 credits*

### **MD 403 The School Library**

The role of the school library in the teaching-learning process is examined. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments; and teaching elementary and secondary school students efficient ways of using the school library are covered.

*3 credits*

### **MD 404 Cataloguing of Teaching Materials**

This course will examine principles of classifying and cataloguing teaching materials for optimum access and retrieval by the student and teacher.

*3 credits*

### **MD 405 Microcomputers in the School Library**

This course will present a hands-on review of school media center's applications of the micro-computer. Students will learn to use word processing software for bibliographies and reports, and database software for inventory and special collections. Other uses will include search databases, card cataloguing, and communications with commercial databases for information gathering and book ordering. Lab fee \$45.

*3 credits*

### **MD 406 Introduction to Reference**

In this course, students will learn how to find information and how to teach elementary and secondary school students efficient ways of retrieving information.

*3 credits*

### **MD 407 Creative Media Utilization for the Elementary School**

The course explores creative use of audio-visual materials and equipment in the elementary school. Production of inexpensive teaching materials will also be studied.

*3 credits*

### **MD 408 Selection and Evaluation of Teaching Materials**

This is an exploration of sources of information on teaching materials, as well as principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels including microcomputer software.

*3 credits*

### **MD 410 Sounds of Learning**

Students study how to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs; and study of the use of audio in computerized multimedia. Lab fee \$45.

*3 credits*

**MD 411 Production of Audio Visual Materials:  
Part I**

The course focuses on the study of effective visual design, and the production of print materials, 35mm slide/sound programs, and overhead transparencies from concept through presentation. Students will study a variety of production and presentation techniques including some of the emerging technologies such as desktop publishing and presentation systems. Lab fee \$45. *3 credits*

**MD 415 Introduction to CD-ROM Applications  
in Education K-12**

CD-ROM (Compact Disc—Read-Only-Memory) is a powerful publication medium. Its major advantage is the ease of retrieving information from a vast amount stored on the disc. No prior knowledge of computers is needed to benefit from browsing, sorting, and selecting information stored on a CD-ROM disc. This course aims at offering the opportunity to the students to investigate and explore the educational uses of some of the most acclaimed CD-ROM programs including: *Grolier Electronic Encyclopedia, Microsoft Bookshelf, K-8 Science Helpers, The Constitution Papers, The World Atlas, McGraw-Hill Concise Encyclopedia of Science and Technology, Mammals, and Birds of America.* *3 credits*

**MD 416 Introduction to Photography**

This course emphasizes the role of the still picture in communication with particular attention given to instruction, the design and production of instructional still pictures, and mechanics of camera operation and darkroom techniques. *3 credits*

**MD 418 Introduction to Interactive Videodisc  
Applications in Education**

Interactive videodisc is a growing instructional delivery system in which video material is presented under computer control. Viewers not only see and hear the pictures and sound, they interact with the program by making active responses. These responses affect the pace and sequence of the presentation. This course introduces the student to an effective and user-friendly instructional technology commonly used in training and development environment and gaining momentum in school environments. It covers the basic concepts underlying interactive videodisc, exposes the student to samples of videodisc courseware used

in education, and offers the student hands-on experience in interactive video design and the opportunity to produce an interactive videodisc module. *3 credits*

**MD 421 Introduction to Motion Pictures I**

Techniques of communication through the motion picture medium and utilization and evaluation of instructional films are studied. Mechanics of camera operation, editing and actual production of sound super 8mm films will be included. *3 credits*

**MD 423 Introduction to Film, Computer  
and Video Animation**

The course is designed to explore film, computer and video animation techniques which can be produced using simple and basic equipment. Prior knowledge in motion picture photography and computer programming are not a prerequisite. Basic skills of video camera and video tape recordings are required. *3 credits*

**MD 425 History of Motion Pictures**

This course involves the study of the evolution of the motion picture medium from its infancy to its present stage of development. Film fee \$45. *3 credits*

**MD 431 Video Production I**

Using a single-camera video tape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training. The students will also have the opportunity to become familiar with multiple-camera systems using the University color television studio. Lab fee \$45. *3 credits*

**MD 433 Critical Viewing of TV**

Since television is watched by millions of children and young people for long hours every day, it is essential to develop their critical viewing abilities. Critical viewing of television is a skill that can be taught and should not be left to chance. However, without discriminating parents and teachers, children will lack models of intelligent use of the television medium. The main objective of the course is to increase the adults' understanding of television and to further develop their critical viewing skills. The course also focuses on methods and curricula for developing children's and teenagers' critical viewing skills. *3 credits*



**MD 450 Computer Graphics for  
Visual Communication: Part I**

The course aims to develop students' understanding of computer graphics in visual communication. It will also provide them with opportunities to practice skills needed to develop visuals for presentations, using the video screen as an audio-visual device. Using microcomputer classrooms, students will gain experience in creating well-designed screens that integrate text, graphics and graphs in an effective presentation. Lab fee \$45.

*3 credits*

**MD 451 Computer Graphics for  
Visual Communication: Part II**

This course will introduce the students to the scope and the application of computer graphics in industry and in business. Topics include different styles and capabilities of computer graphics, and analysis of resources for creating the various types of computer graphics in terms of hardware, software and other cost-effective factors compared to conventional graphic image preparation. The course will also offer students the opportunity to experiment with packaged computer graphic programs using the IBM Microcomputer Lab. Lab fee \$45.

*3 credits*

**MD 455 Communications in The Information Age**

The course is designed to acquaint the student with new communications technologies, their backgrounds, current applications and their likely future directions. The impact of these technologies on humanity will be discussed.

*3 credits*

**MD 460 Principles of Instructional Development**

The course covers the basics of systematic design of instruction, and explores the application of systems approach to the design of mediated curricula. Topics studied in this course include history of instructional technology, identifying and specifying requirements for instruction, writing and using instructional objectives, assessing learner performance, and review of authoring systems used in designing mediated interaction. Students will have the opportunity to complete a project proposal and to develop a segment of the proposed project. (Prerequisite: MD 400)

*3 credits*

**MD 500 Administration of Educational  
Media Programs**

This course covers the administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting and planning schools for instructional technology application are included. (Prerequisites: MD 400 and MD 411)

*3 credits*

**MD 511 Production of Audio Visual Materials:  
Part II**

This course is an in-depth study of the theory and the process of effective visual design and presentation. Using microcomputers and advanced software, students will design and produce a multimedia instructional/training package. (Prerequisite: MD 411, or permission from the instructor) Lab fee \$45.

*3 credits*

**MD 521 Introduction to Motion Pictures II**

The course is designed for those who have taken MD 421 or MD 423 and are interested in pursuing and developing their understanding of the motion picture medium and their skills in producing films. (Prerequisite: MD 421 or MD 423)

*3 credits*

**MD 531 Video Production II**

The picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the producing of a training/instructional television program are examined. (Prerequisite: MD 431) Lab fee \$45.

*3 credits*

**MD 540 Practicum in TV Production**

Prerequisite: 9 credit hours in TV courses and 6 credit hours in other media production courses.

*Credit by arrangement*

**MD 541 TV in Training and in Business**

This course examines the use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise and analytical study of television in advertising are included. (Prerequisites: MD 431 and MD 531)

*3 credits*

**MD/PY 545 Designing Development and Training Programs**

Participants are expected to be prospective trainers, training specialists, personnel generalists or line personnel in business and industry. The primary focus of the course will be upon designing development and training programs for administrative professionals and management employees. Course assignments will provide individualization and tailoring of course content to participant needs and working environment. *3 credits*

**MD 550 Production of Training/Instructional Programs**

The students will put into use the principles and skills they have developed in previous courses to plan, design and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation) *3 credits*

**MD 560 Seminar in Educational Technology**

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite: 15 credit hours in media courses) *3 credits*

**MD 580 Research in Educational Media Administration**

This is an independent study project with emphasis upon research in administering educational media programs. (Prerequisite: 15 hours in media courses) *3 credits*

**MD 590 Internship in School Media**

The internship is for full-time students who seek first-hand experience in school media management. *Credit by arrangement*

**MD 591 Internship in TV Production**

*Credit by arrangement*

**MD 592 Internship in Media Production**

*Credit by arrangement*

**MD 595 Independent Study in Media**

Students may do individual study in media with a faculty member. Proposals for independent studies are submitted prior to registration. *3-6 credits*

**MD 599 Research in Educational Media**

Prerequisite: 15 credit hours in educational media courses. *Credit by arrangement*

## Community and School Counseling

**Faculty**

Janine M. Bernard (*Director*)

Joshua M. Gold

Harold Hackney

Majors in the counseling program lead to a Master of Arts degree in either Community Counseling or School Counseling. The School Counseling major prepares students to work as counselors in elementary, middle and secondary schools. The Community Counseling major prepares students to work in a variety of human services settings, including mental health centers, substance abuse centers, crisis counseling centers, career centers and other community agencies offering counseling services. Students will be endorsed by faculty for certification and/or job placement only in their area of concentration. Students who complete either of these two programs will qualify to take the national certification examination given by the National Board for Certified Counselors, Inc. The School and Community Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs, a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA).

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the program.

## Admission to the Program

Admission decisions are made three times yearly. The deadlines for submission of application materials are April 1, August 1, and November 15.

In addition to the basic admissions application, students are required to complete an application supplement. Candidates will be notified regarding an interview after a paper review of their credentials.

## Requirements for the Master of Arts

Both the Community Counseling major and the School Counseling major require completion of 48 credits for the Master of Arts degree. State certification as a school counselor may be accomplished as part of the Master of Arts degree program.

## School Counselor Certification

The School Counseling program requires completion of the 48-credit Master of Arts degree. Students who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a one-year, full-time internship in a school setting prior to completion of the degree.

## Requirements for the Certificate of Advanced Study

The Certificate of Advanced Study is awarded in School Counseling with the completion of a minimum of 30 credits in an approved program of study beyond the Master of Arts degree. A C.A.S. may also be obtained in Community Counseling, provided the candidate possesses a Masters degree in a mental health counseling discipline (e.g. social work, rehabilitation counseling, community counseling, psychology).





## Programs of Study

### School Counseling

(minimum of 48-semester hours)

1. Human Development (6 credits)  
CN 447 Life-Span Human Development  
PY 442 Abnormal Psychology
2. Professional Orientation (3 credits)  
CN 451 Introduction to Community and School Counseling
3. Social and Cultural Foundations (3 credits)  
CN 433 Multicultural Issues in Counseling
4. Helping Relationship (6 credits)  
CN 500 Theories of Counseling and Psychotherapy  
CN 553 Counseling Prepracticum
5. Group Work (6 credits)  
CN 455 Group Process  
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)  
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)  
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)  
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)  
CN 558S Practicum: School Counseling  
CN 590S Internship: School Counseling
10. Specialized Curriculum (9 hours)  
CN 531 Guidance Programs: Procedures, Organization and Evaluation  
ED 429 Philosophical Foundations in Education  
SE 405 Exceptional Learners in the Mainstream\*
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

\* Not required for Master degree but required for School Counseling Certification when candidate lacks a Connecticut State Teaching Certificate.

### Community Counseling

(minimum of 48-semester hours)

1. Human Development (6 credits)  
CN 447 Life-Span Human Development  
PY 442 Abnormal Psychology
2. Professional Orientation (3 credits)  
CN 451 Introduction to School and Community Counseling
3. Social and Cultural Foundations (3 credits)  
CN 433 Multicultural Issues in Counseling
4. Helping Relationship (6 credits)  
CN 500 Theories of Counseling and Psychotherapy  
CN 553 Counseling Prepracticum
5. Group Work (6 credits)  
CN 455 Group Process  
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)  
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)  
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)  
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)  
CN 558C Practicum: Community Counseling  
CN 590C Internship: Community Counseling
10. Specialized Curriculum (3 hours)  
CN 432 Community Counseling: Management, Delivery, and Evaluation
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

# Course Descriptions

## Counseling

### CN 400 Special Topics in Counseling

One-credit weekend course that offers students a concentrated examination of one counseling issue. Topics vary and are described in semester bulletins.

*1 credit*

### CN 432 Community Counseling: Management, Delivery, and Evaluation

This course is designed to familiarize the student with the workings of community-based human service programs. Among focus areas will be organizational structure, developing agency goals and human resources, consultation roles, and program evaluation. (Prerequisites: CN 451, CN 500)

*3 credits*

### CN 433 Multicultural Issues in Counseling

Implications, challenges and opportunities for working with individuals and families from diverse populations will be examined. Cross-cultural counseling will be emphasized. Consideration also will be given to counseling men, women, and couples in changing sex roles, and the physically challenged. The course will integrate professional contributions from both individual and family therapy literature.

*3 credits*

### PY/CN 447 Life-Span Human Development

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult and family development are examined. Special attention is given to physical, cognitive, emotional and social/moral development within both family and cultural contexts.

*3 credits*

### CN 451 Introduction to Community and School Counseling

This course offers a professional orientation to the counseling profession including history and philosophy, standards and credentialing, work settings, and relationship to other human service professionals. In addition, the course will introduce the student to important counseling topics including ethics, assessment, consultation, prevention and accountability.

*3 credits*

### CN 455 Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development.

*3 credits*

### CN 457 Career Development: Theory and Practice

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout the life span.

*3 credits*

### CN/FT 465 Introduction to Substance Abuse and Addictions

Students will explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered will include the addiction process, the 12 steps programs, physiological effects, FAS, COA's, and family systems. We will also explore prevention, intervention and treatment strategies for individuals and families.

*3 credits*

### CN 466 Substance Abuse Interventions

This course utilizes both didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. The role of motivational counseling will be covered as well as techniques developed by the Johnson Institute. (Prerequisites: CN 465 or a basic understanding of the addictions field.)

*3 credits*

### CN 500 Theories of Counseling and Psychotherapy

This course will examine major theories contributing to the practice of counseling, including psychoanalytic, phenomenological, Gestalt and behavioral approaches.

*3 credits*

### CN 531 Guidance Programs: Procedures, Organization and Evaluation

This course will focus on the management of comprehensive guidance and counseling programs in the larger context of pupil personnel services. The focus of the course will be on K-12 settings. Topics will include program organization, procedures, service delivery and program evaluation. (Prerequisites: CN 451, CN 455, CN 457, CN 500)

*3 credits*

**CN 553 Counseling Pre-Practicum**

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. Major emphasis is on role playing with the use of video tape and two-way mirror observation. (Prerequisites: CN 455; CN 500) *3 credits*

**CN 554 Group Facilitation**

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. Focus is on the identification of the structure and leadership of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: CN 455, CN 553) *3 credits*

**CN 556 Group Counseling Practicum**

This is an advanced laboratory course for counselors, psychologists or mental health workers. Students will further enhance their leadership skills in working with a therapeutic group. (Prerequisites: CN 455, CN 554) *3 credits*

**CN 558C Practicum: Community Counseling**

Weekly counseling experiences are arranged with the students in community settings. Weekly supervision at the University. Video or audio taping at the site of the practicum is required for supervision. 100 clock hours are required, including 40 direct service hours. (Prerequisites: CN 451, CN 500, CN 553). May be repeated once for credit. *3 credits*

**CN 558S Practicum: School Counseling**

Weekly counseling experiences are arranged with the student in a school setting. Weekly supervision at the University. Video or audio taping at the site of practicum is required for supervision. 100 clock hours are required, including 40 direct service hours. (Prerequisites: CN 451, CN 500, CN 553). May be repeated once for credit. *3 credits*

**CN 566 Research Methodology**

This course covers statistical procedures and research design for the consumer of human services research. Emphasis is upon appropriate selection of experimental designs, understanding the inferential potential of statistical procedures and evaluating published research. Students will focus on research in their respective disciplines (school counseling, family therapy, etc.). *3 credits*

**CN/FT 585 Clinical Supervision**

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology or social work who are presently engaged in the practice of clinical supervision or preparing to become supervisors. Topics covered will include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course will offer experiential components to supplement didactic material. *3 credits*

**CN 590C Internship: Community Counseling**

Interns receive individual supervision within the actual setting in which the student is placed. University faculty conduct weekly group supervision on campus. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with faculty assistance. (Prerequisite: Permission of instructor) *3-6 credits*

**CN 590S Internship: School Counseling**

Interns receive individual supervision within the actual setting in which the student is placed. University faculty conduct weekly group supervision on campus. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with faculty assistance. Note: Students who do not hold a Connecticut State Teaching Certificate must complete a one-year, full-time internship in an appropriate school setting following the Practicum. (Prerequisite: Permission of instructor) *3-6 credits*

**CN 595 Independent Study in Counseling**

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3-6 credits*



# Marriage and Family Therapy

## Faculty

Rona Preli (*Director*)  
Joshua M. Gold

The Master of Arts degree in Marriage and Family Therapy prepares students for careers as marriage and family therapists. The curriculum follows guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). Upon completion of the program students may apply for associate membership in AAMFT. Upon completion of additional required clinical experience and supervision, graduates may apply for Connecticut certification in Marriage and Family Therapy and clinical membership in AAMFT.

The clinical supervisors for the program are: Dr. Daniel Geller; Linda Keller, M.S.W.; Lois Luchnik, M.S.; and Dr. Candace Benyei.

## Admission to the Program

Admission decisions are made three times yearly, on March 1, July 1, and November 1. Students should submit materials no later than February 15, June 15 and October 15, respectively, to be considered for admission.

In view of the responsibilities of the role of the marriage and family therapist, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist will not be recommended either for matriculation or continuation in the program.

## Requirements for the Master of Arts

The major in Marriage and Family Therapy requires completion of 54 credits. In addition, students should have an overall grade point average of 3.0, must complete a minimum of 500 direct contact hours of clinical treatment plus 100 hours of supervision, and pass a comprehensive examination at the end of the program.

## Program of Study

1. Theoretical Foundations of Marital and Family Therapy (6 credits required)
  - FT 550 Introduction to Marriage and Family Therapy
  - FT 555 Foundations of Marital and Family Therapy
2. Assessment and Treatment in Marital and Family Therapy (18 credits required)
  - FT 525 Divorce, Single-Parenting and Remarriage
  - FT 552 Intervention in Structural and Strategic Family Therapy
  - FT 553 Family Therapy Pre-Practicum
  - FT 561 Advanced Intervention in Family Therapy/Family Intergenerational Relations
  - FT 567 Couples Therapy
  - FT 569 Assessment Techniques in Marriage and Family Therapy
3. Human Development and Family Studies (12 credits required)
  - CN 433 Multicultural Issues in Counseling
  - CN 500 Theories of Counseling and Psychotherapy
  - PY/CN 447 Life-Span Human Development
  - FT 562 Human Sexuality and Sexual Dysfunction
4. Ethics and Professional Studies (3 credits required)
  - FT 565 Professional Issues in Family Therapy
5. Research (3 credits required)
  - CN 566 Research Methodology
6. Supervised Clinical Practice (12 credits required, courses must be taken in sequence)
  - FT 559 Practicum in Family Therapy I
  - FT 560 Practicum in Family Therapy II
  - FT 580 Internship in Family Therapy I
  - FT 581 Internship in Family Therapy II
7. Electives (to complete 54 credit requirement if waivers are accepted)
  - SE 441 Parents and Families of Disabled Individuals
  - FT 465 Introduction to Substance Abuse and Addictions
  - FT 568 Special Topics in Family Therapy
8. Comprehensive examination

# Course Descriptions

## Marriage and Family Therapy

### CN/FT 465 Introduction to Substance Abuse and Addictions

Students will explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered will include the addiction process, the 12 steps programs, physiological effects, FAS, COA's, and family systems. We will also explore prevention, intervention and treatment strategies for individuals and families. *3 credits*

### FT 525 Divorce, Single-Parenting, and Remarriage

This course will consider the implications of divorce, single-parenting, remarriage and step-parenting, both for those families experiencing these transitions and forms and for society at large. Specific topics will include: boundary issues during transition, legal aspects of divorce, custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families. Recent research regarding divorce and its aftermath will be emphasized. *3 credits*

### FT 550 Introduction to Marriage and Family Therapy

This course will provide an overview of the field of Family Systems Therapy. The student will be acquainted with the orientations developed by Minuchin, Haley, Madanes, Satir, Ackerman, Bowen, Whitaker and others. Attention will be focused on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment and theoretical underpinnings. *3 credits*

### FT 552 Intervention in Structural and Strategic Family Therapy

This course will focus on the models of Minuchin, Madanes and MRI with an emphasis on diagnosis, assessment and intervention design. This course will address the range of techniques associated with each orientation; indications and contra-indications for utilizing specific techniques; development of a rationale for intervention; and the role of the therapist. (Prerequisite: FT 550) *3 credits*

### FT 553 Family Therapy Pre-Practicum

Taken after FT 552, this course provides simulated experiences in the practice of family therapy. The focus is on developing skills in joining and forming a therapeutic relationship, intervention design and implementation, and the use of self at the various stages of therapy. Emphasis is on the structural, strategic, and systemic family therapy models. The management and treatment of cases of suicide, child abuse, domestic violence, and incest is also addressed. (Prerequisites: FT 550, FT 552) *3 credits*

### FT 555 Foundations of Marital and Family Therapy

The purpose of this course is to expose the student to the theories upon which the schools of family therapy are based. The course is designed to explore the "aesthetics" of family therapy theory and to prepare the student to be knowledgeable and fluent about epistemology. Furthermore, the course is intended to help the student to think about therapy theoretically and to prepare the student to understand and contribute to current thinking in the field in regard to theory and practice. Topics will include: General Systems Theory, Cybernetics, Communication Theory, Constructivism, and current developments in epistemology. *3 credits*

### FT 559 Practicum in Family Therapy I

This course provides clinical experience working with families and is designed to meet the American Association for Marriage and Family Therapy's criteria for attaining Associate-member status in the organization. The student is expected to provide 5 hours per week of service in the Family Counseling Center plus 5-10 hours per week of service in a community agency offering family therapy treatment and supervision. Approval to take the Practicum must be obtained from the Director of the Marriage and Family Therapy Program during the semester prior to beginning the Practicum (Prerequisites: FT 550, FT 552, FT 553, FT 555) *3 credits*

### FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559) *3 credits*

### FT 561 Advanced Intervention in Family Therapy/ Family Intergenerational Relations

This course will explore in depth the theory and techniques of the multi-generational and systemic models of family therapy. Focus is on assessment, diagnosis,

and intervention design with an emphasis on Bowenian extended family systems and object relations models. Opportunity to apply techniques and explore the therapist's use of self will be provided through examining one's own family of origin, role play, and clinical observations. (Prerequisites: FT 550, FT 522)

*3 credits*

### **FT 562 Human Sexuality and Sexual Dysfunction**

This course examines issues related to sexuality in human life and treatment of sexual dysfunctions. Issues also include sexual value systems, sexual identity, forms of sexual conduct, sexuality across the life span, and sexual issues in the couple's relationship.

*3 credits*

### **FT 565 Professional Ethical Issues in Family Therapy**

This course will examine issues specific to the clinical practice and profession of Marital and Family Therapy. Areas of study include professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice and research; family law; confidentiality issues; the marital and family therapy code of ethics; and interprofessional cooperation. (Prerequisite: FT 550, FT 555)

*3 credits*

### **FT 567 Couples Therapy**

This course will first review a variety of approaches to understanding, conceptualizing and treating marital relationships and conflicts. Special problems such as the extra-marital affair, alcoholism, and ethics in couples work will also be addressed.

*3 credits*

### **FT 568 Special Topics in Family Therapy**

This course will explore advanced topics in the field of family therapy. Topics may vary each semester and will be determined by the Marriage and Family Therapy Program director as a reflection of pertinent themes of interest in the specialization.

*1-3 credits*

### **FT 569 Assessment Techniques in Marriage and Family Therapy**

This is an advanced family therapy course designed to address clinical diagnosis, assessment, and treatment processes which have not been addressed elsewhere in the program and which reflect current trends in the field. Major family therapy assessment methods and instruments are covered as well as the utilization of appropriate major mental health assessment instruments from within a systemic context. Also covered is the use of the DSM III and a review of pharmacological treatment approaches.

*3 credits*

### **FT 580 Internship in Family Therapy I**

Internship placement will be in a family therapy setting with a 10-15 hours per week commitment and weekly supervision by University faculty and placement supervisor. (Prerequisite: completion of FT 560)

*3 credits*

### **FT 581 Internship in Family Therapy II**

Continuation of FT 580.

*3 credits*

### **FT/CN 585 Clinical Supervision**

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology, or social work who are presently engaged in the practice of supervision or are preparing to be supervisors. Topics will include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course will offer experiential components to supplement didactic material.

*3 credits*

### **FT 595 Independent Study in Marriage and Family Therapy**

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance.

*3-6 credits*



## School and Applied Psychology

### Faculty

Daniel Geller (*Acting Director*)  
Janet F. Carlson  
Rudolfo Rosado

Psychology has made, and continues to make, significant contributions to the quality of life in our changing society. These contributions are observed in such areas as enhanced self-understanding, the improvement of child-parent relationships, increased effectiveness at school and work, reduction of personality dysfunction, and release of energies to utilize the human potential. In view of these developments in psychology, students may choose from one of several sequences of study. They may pursue a specialist preparation in school psychology; they may elect a program of study in psychology that finds applications in the promotion of work productivity; they may select courses that enrich competencies required in human services and community work; they may strengthen their competence in psychology in preparation for further graduate study.

To supplement coursework, the faculty have established working relationships with the settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, and human resource programs in the private sector. These relationships provide for a continuing infusion of real life experience into the academic coursework.

The school psychology program subscribes to the philosophy that students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as a familiarity with the social and biological conditions that are basic to normal and deviant human development. The program provides for study of a range of conceptual understandings and encourages students to develop insights and conclusions derived from their evaluation of these diverse approaches. Self-examination is encouraged throughout these interactions.

Coursework encompasses the processes of healthy psychological development, interferences in such development, and intervention procedures intended to create a more favorable environment for learning and for improvement of the child's functioning.

The specific school psychology curriculum meets Connecticut Certification requirements and permits the student to earn a Master's degree and to complete nearly all requirements for a sixth year Certificate of Advanced Study. A small number of electives may be taken in order to complete the requirements for the CAS.

A somewhat different program is available to students seeking a Master's degree with a concentration in psychology. Some of these students wish to strengthen their academic background before pursuing doctoral studies in psychology at another institution. Others are seeking preparation for human service work in community settings. Through consultation with program faculty, an individualized program of study is developed to meet the student's needs.

The program in applied psychology offers three tracks of study in psychology; namely, Human Services, Pre-Doctoral, and Industrial/Organizational/Personnel, combined with selected courses from other programs and schools of the University. The formal educational experiences may be supplemented by subsequent training in a work setting.

### Applied Psychology Program

Requirements for the Master of Arts degree are based on the student's undergraduate preparation in psychology and career goals.

1. Completion of 33 credits of approved courses, of which 24 credits must be in psychology.
2. Comprehensive Examination. Students are eligible to sit for the examination after the completion of 24 credits (18 of which must be in psychology).

An interview with a full-time faculty member in the psychology program is suggested for admission to the program. This interview is intended to clarify the candidate's understanding of the program and to anticipate the outlook for success. Recommendations may be made for improvement in specific areas. The planning of the sequence of courses is conducted with a faculty advisor.

## Course of Study

### Track I - Human Services

#### Core (Required)

|        |   |
|--------|---|
| PY 433 | Behavioral Statistics (can be waived)     |
| PY 435 | Psychology of Personality                 |
| PY 442 | Abnormal Psychology                       |
| PY 471 | Effective Interviewing                    |
| FT 550 | Introduction to Marriage & Family Therapy |
| PY 575 | Short-Term Psychotherapy                  |

#### Electives

|           |   |
|-----------|---|
| PY 441    | Psychology of Personal Adjustment                   |
| PY 446    | Developmental Psychology I: Childhood & Adolescence |
| PY/CN 447 | Life-Span Human Development                         |
| PY 450    | Theories of Child Psychotherapy                     |
| CN 433    | Multicultural Issues in Counseling                  |
| CN 455    | Group Process                                       |
| FT 525    | Divorce, Single-Parenting, and Remarriage           |
| PY 530    | Behavior Therapy                                    |
| PY 536    | Educational & Psychological Testing                 |
| PY 548    | Psychotherapeutic Interventions in Schools          |
| CN 553    | Counseling Pre-Practicum                            |

### Track II - Pre-Doctoral

#### Core (Required)

|        |  |
|--------|--|
| PY 433 | Behavioral Statistics (can be waived)    |
| PY 435 | Psychology of Personality                |
| PY 442 | Abnormal Psychology                      |
| PY 536 | Educational & Psychological Testing      |
| PY 538 | Educational & Psychological Assessment I |
| PY 571 | Research in Psychology                   |
| PY 597 | Seminar in Psychology                    |

#### Masters Thesis Option - 3 credit hours

(Students may undertake a master's thesis in lieu of comprehensive examination with departmental permission only and in accordance with other program specifications.)

#### Electives

|        |   |
|--------|---|
| PY 410 | Psychopharmacology                                  |
| PY 441 | Psychology of Personal Adjustment                   |
| PY 446 | Developmental Psychology I: Childhood & Adolescence |
| PY 450 | Theories of Child Psychotherapy                     |
| CN 433 | Multicultural Issues in Counseling                  |
| CN 455 | Group Process                                       |
| PY 471 | Effective Interviewing                              |
| PY 530 | Behavior Therapy                                    |
| FT 550 | Introduction to Marriage & Family Therapy           |
| PY 575 | Short-Term Psychotherapy                            |

### Track III - Industrial/Organizational/Personnel

#### Core (Required)

|           |  |
|-----------|--|
| PY 420    | Introduction to Industrial/Organizational Psychology |
| PY 433    | Behavioral Statistics (can be waived)                |
| PY 435    | Psychology of Personality                            |
| BU 470    | Organizational Behavior                              |
| PY 471    | Effective Interviewing                               |
| MD/PY 545 | Designing Development and Training Programs          |

#### Electives

|           |   |
|-----------|---|
| BU 570    | Organizational Theory and Problems  |
| BU 585    | Seminar in Contemporary Finance Topics (Human Resource Management Topic Only) |
| PY 441    | Psychology of Personal Adjustment   |
| PY 442    | Abnormal Psychology   |
| PY/CN 447 | Life-Span Human Development   |
| CN 433    | Multicultural Issues in Counseling  |
| CN 457    | Career Development: Theory & Practice   |
| PY 536    | Educational & Psychological Testing   |
| PY 571    | Research in Psychology  |

## School Psychology Program

Connecticut standards for certification in school psychology do not require teacher preparation or teaching experience. These standards require the completion of a minimum of 45 credits of graduate study before beginning the mandated full year of internship for which six additional credits are granted. Fairfield University's course of graduate study requires the completion of 51 credits, which includes six credits for field work in a school and clinical setting, respectively, before beginning the year-long six credit internship. A total of 57 credits is earned for recommendation for the award of the provisional certificate in School Psychology.

An interview with faculty is required for admission to the program. This interview is intended to clarify the prospective student's understanding of the program, and to anticipate the outlook for the applicant's success. Recognition is given to the applicant's previous education and life experiences. Recommendations may be made for improvement in specific areas. Students may also be granted waivers for a minimum number of psychology courses recently completed at the undergraduate or graduate levels.

The planning of the sequence of courses is conducted with a faculty advisor. On completion of the prescribed program of study and the recommendation of the School, students qualify for certification at the initial educator level, which permits them to arrange for a year's internship of 180 days in a school year, spent in a school setting, or divided equally between a school and a clinical setting. Consideration may be extended to permit a student to spend one school term in each of two successive school years in internship to satisfy the requirement. Upon conclusion of the internship, students are eligible for certification as a school psychologist at the provisional educator level.

## Course of Study

1. Required courses for School Psychology without prerequisites. Some courses may be appropriate for Applied Psychology students.

|        |   |
|--------|---|
| ED 429 | Philosophical Foundations of Education                |
| PY 430 | Issues in Professional Practice                       |
| PY 433 | Behavioral Statistics                                 |
| PY 434 | Applied Theories of Learning                          |
| PY 435 | Psychology of Personality                             |
| PY 441 | Psychology of Personal Adjustment                     |
| PY 446 | Developmental Psychology I: Childhood and Adolescence |
| SE 405 | Exceptional Learners in the Mainstream                |
| CN 433 | Multicultural Issues in Counseling                    |

2. Required courses for School Psychology with prerequisites. Some courses may be appropriate for Applied Psychology students.

|        |  |
|--------|--|
| PY 536 | Educational and Psychological Testing      |
| PY 538 | Educational Psychological Assessment I     |
| PY 539 | Educational Psychological Assessment II    |
| PY 540 | Projective Techniques I                    |
| PY 541 | Projective Techniques II                   |
| PY 548 | Psychotherapeutic Interventions in Schools |
| PY 576 | Field Work in Child Study I                |
| PY 577 | Field Work in Child Study II               |
| PY 598 | Internship in School Psychology I          |
| PY 599 | Internship in School Psychology II         |

3. Electives (Consult course descriptions for prerequisites)

|           |   |
|-----------|---|
| PY 409    | Introduction to Neuropsychology           |
| PY 410    | Psychopharmacology                        |
| PY 420    | Introduction to Organizational Psychology |
| PY 442    | Abnormal Psychology                       |
| PY/CN 447 | Life-Span Human Development               |
| PY 449    | Clinical-Child Neuropsychology            |
| PY 450    | Theories of Child Psychotherapy           |
| PY 471    | Effective Interviewing                    |
| PY 490    | Neuropsychology of Language and Pathology |
| PY 530    | Behavior Therapy                          |
| PY 535    | The School Psychologist as Consultant     |



## Course Descriptions

|        |   |
|--------|---|
| PY 542 | Rorschach Techniques I                    |
| PY 543 | Rorschach Techniques II                   |
| PY 549 | Neuropsychological Assessment of Children |
| PY 571 | Research in Psychology                    |
| PY 575 | Short-term Psychotherapy                  |
| PY 595 | Independent Study in Psychology           |
| CN 457 | Career Development: Theory and Practice   |

Students in the school psychology program are expected to satisfy the requirements for the M.A. degree, provided they have not already received the degree. These requirements include completion of the course, Philosophical Foundations of Education, and the passing of the comprehensive examination. (This examination should be taken after the completion of 24 credits.) On completion of 33 credits of graduate study (including transfer credits, if approved by the Dean), the student is then eligible to receive an M.A. degree. The balance of credits required in the program may be applied to the Certificate of Advanced Study, once the student has been accepted as a matriculated student in the program and has completed the masters degree.

In view of the essential responsibility of the program to assure protection of the healthy development of children and other individuals served by school psychologists, the faculty reserves the right to discontinue in the program those students whose academic performance in advanced courses is marginal, those who perform poorly on the comprehensive examination, or whose behavior characteristics are inappropriate. Such students may be denied recommendation for certification.

Students who intend to meet requirements for the professional educator certification in Connecticut are required to complete three years of satisfactory experience after receipt of the provisional certificate as well as 15 total credits of further study required from three areas: (1) family relationships and sociological factors; (2) research; (3) related disciplines, e.g., speech pathology, language development, special education, community resources. Six credits may be earned in study of elective subjects. In the process of completing requirements for a professional educator certificate, a Certificate of Advanced Study is awarded.

### **PY 409 Introduction to Human Neuropsychology**

This course presents a history of brain-behavior relationships; overview of defectology; and psychological approaches to assessment: Halstead-Reitan, Luria. *3 credits*

### **PY 410 Psychopharmacology**

This course reviews essential biopsychology; examines the biological/biochemical hypotheses of the major psychiatric disorders; surveys the mechanisms of action and behavioral effects of the major classifications of drugs; and examines their uses in adult and childhood disorders. Admission requires basic knowledge of neurochemical transmission or permission of the instructor. *3 credits*

### **PY 420 Introduction to Industrial/Organizational Psychology**

This course is an introduction to the application of psychological concepts, principles and methods to process issues and problems in the work environment. Topics include: personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design and organizational theory. *3 credits*

### **PY 430 Issues in Professional Practice**

This course provides an introduction to the practice of school psychology, the mental health role of the school psychologist, the processes of assessment and intervention, the practice of consultation, and communication with parents and the community. On-site visits to school psychologists are included. *3 credits*

### **PY 433 Behavioral Statistics**

This course is a study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, *z* and *t* scores, and statistical tests of significance. *3 credits*

**PY 434 Applied Theories of Learning**

This course presents the major learning theories as they relate to issues in psychological development (behavioral, emotional and psychoeducational) within the school and home setting. *3 credits*

**PY 435 Psychology of Personality**

A comprehensive approach to an understanding of personality formation through a survey of the major theoretical orientations, including psychoanalytic, dispositional, humanistic, and behavioral as well as specific leading theorists. *3 credits*

**PY 441 Psychology of Personal Adjustment**

This course offers a study of the process of adjustment of normal individuals; identification of abnormal adjustment reactions; applications of mental health principles to school, family and community settings. *3 credits*

**PY 442 Abnormal Psychology**

The course covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, and psychotherapeutic approaches. The course emphasizes understanding aberrant behavior through a consideration of specific symptoms and the contextual/cultural frameworks within which they occur. The course is in keeping with diagnostic criteria presented in DSM-III-R. *3 credits*

**PY 446 Developmental Psychology I: Childhood and Adolescence**

Students study the processes of human development from birth through adolescence. Stages of physical growth are detailed. Family life, sub-cultural factors, and school experience are evaluated for their effect on personality. Drug abuse and psychological disorders are identified. The clarification of self and preparation for the world of work are traced. *3 credits*

**PY 447 Life-Span Human Development**

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult, and family development are examined. Special attention is given to physical, cognitive, emotional, and social/moral development within both family and cultural contexts. *3 credits*

**PY 449 Introduction to Clinical-Child Neuropsychology**

This course provides a beginning understanding of the relationship between brain dysfunctions and disordered learning and emotions. *3 credits*

**PY 450 Theories of Child Psychotherapy**

This course offers an introduction to the major models of individual and group child psychotherapies. Emphasis is placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention is paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants are exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment are reviewed. *3 credits*

**PY 471 Effective Interviewing**

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview. *3 credits*

**PY 490 Neuropsychology of Language Pathology**

Normal language development and child language pathology are studied, including language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.). *3 credits*

**PY 530 Behavior Therapy**

This is a one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. The focus is on respondent and operant therapies, but also integrates some of the recent methodologies such as rational-emotive and cognitive therapies. (Prerequisites: PY 441 or PY 442) *3 credits*

**PY 535 The School Psychologist as Consultant**

This course is primarily for school psychologists in the field and for advanced graduate students and is intended to develop skills to handle practical demands placed on school psychologists. It covers modes of leadership, principles of group dynamics, communication theory, consultant and problem-solving roles required for planning and placement and for improved parent-school-staff relationships. Also treated are program development and evaluation skills, ethical practices, paralegal skills, and parent/child advocate functioning. *3 credits*

**PY 536 Educational and Psychological Testing**

This course examines concepts and principles of educational and psychological testing and encompasses purposes, characteristics and types of test, administration, scoring and interpretation of test results. Emphasis is on aptitude, interest and achievement testing. (Prerequisite: PY 433 required for School Psychology program students **ONLY**) Lab fee \$45. *3 credits*

**PY 538 Educational and Psychological Assessment I**

Introduction to the background and principles of individual assessment techniques are presented. Special problems of psychodiagnostic testing of culturally diverse and LEP children are considered, with major emphasis placed on the administration, scoring, interpretation and reporting of the Wechsler Scales. (Prerequisites: PY 441 or PY 446, and PY 536) Lab fee \$45. *3 credits*

**PY 539 Educational and Psychological Assessment II**

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational function. (Prerequisite: PY 538) Lab fee \$45. *3 credits*

**PY 540 Projective Techniques I**

This course is intended to give an appreciation of the nature and purpose of projective instruments, and to

sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, projective drawings and sentence completion test are among the instruments studied. (Prerequisites: PY 435, PY 538) Lab fee \$45. *3 credits*

**PY 541 Projective Techniques II**

This is an advanced course which prepares students for administration, scoring and interpretation of selected thematic tests. (Prerequisite: PY 540) Lab fee \$45. *3 credits*

**PY 542 Rorschach Techniques I**

This is an advanced course providing training in the administration, scoring, interpretation, and report writing of the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practices. (Prerequisites: PY 540, PY 541) Lab fee \$45. *3 credits*

**PY 543 Rorschach Techniques II**

This course is intended not only to equip students for adequate administration and scoring but also to prepare them for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: PY 542) Lab fee \$45. *3 credits*

**PY 548 Psychotherapeutic Interventions in Schools**

This course is intended to provide school psychology, school counselor and social work students a first exposure to psychotherapeutic procedures. Of particular concern are the purposes and rationale for such interventions, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 441). *3 credits*

**PY 549 Neuropsychological Assessment of Children**

This course offers an evaluation of symptoms and developmental history, interpretation of developmental systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor) *3 credits*



**PY 571 Research in Psychology**

This course focuses on applied human research, encourages students to pose relevant research questions that may be resolved through scientific methods, acquaints students with research designs, enables students to become informed consumers of research reports, and stimulates interest in doing research. Individual research projects promote hands-on experiential learning. (Prerequisite: PY 433, PY 536 or permission of instructor) *3 credits*

**PY 575 Short-Term Psychotherapy**

This course is designed for professional workers, including psychologists and social workers in agencies, institutions, schools or (if qualified) private practice. Short-term therapeutic procedures and limited goals are stressed. Each participant comes prepared to report on client contacts on an ongoing basis. For advanced students by permission of instructor. *3 credits*

**PY 576 Field Work in Child Study I**

Field work is done in the evaluation of intelligence and adjustment status of students in school settings. Assistance is given in arrangement for the field placement; weekly seminar attendance is required; and 20 days of on-site experience, over a period of weeks, are required. (Prerequisites: PY 538, PY 540, successful completion of the comprehensive examination) *3 credits*

**PY 577 Field Work in Child Study II**

This course offers field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement is arranged; weekly seminar attendance and 20 days of on-site experience, distributed over a period of weeks, are required. (Prerequisites: PY 576; completion of or concurrent enrollment in PY 539 and PY 541) *3 credits*

**PY 595 Independent Study in Psychology**

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3 credits*

**PY 597 Seminar in Psychology**

The focus of this seminar is to explore a variety of current themes that are central to the study of psychology. The course is appropriate for advanced students who have completed a minimum of 15 credits in psychology. *3 credits*

**PY 598 Internship in School Psychology I**

The course offers semester experience of 90 days in school or clinical setting under joint supervision of faculty and school/agency psychologist. (Prerequisite: completion of all course work for special provisional certification in school psychology) *3 credits*

**PY 599 Internship in School Psychology II**

A second semester of 90 days in school or clinical setting is offered in this course. (Note: certification requires 180 days of internship experience, 90 of which must occur in a school setting. The balance may be accumulated in a clinical setting.) Supervision by faculty and school/agency psychologist. (Prerequisite: completion of PY 598) *3 credits*

## Special Education

### Faculty

Margaret C. Deignan (*Director*)  
Daniel Geller  
Jerome Schiller

Special Education has, as its primary objective, the education and training of professional educators to serve children and youth who have exceptional challenges and who require specialized support through educational, social, rehabilitative and/or behavioral management approaches so that the attainment of their maximum learning potential may be facilitated. In line with this primary objective, Special Education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; the improvement of teacher-teacher, teacher-child and teacher-parent relationships; and the integration of special education into total school programs.

Graduate students may choose one of several sequences of study which provide the preparation required by the State Board of Higher Education, the State Board of Education, and the Council for Exceptional Children. They may pursue an Initial Educator Connecticut State certificate in the teaching of children and youth with handicaps (pre-kindergarten through Grade 12), or they may select cross-endorsement certification in Special Education when certification in elementary or secondary education has already been earned. In areas other than those leading to certification, students may elect a concentration of study in the Special Education Consulting Teacher, Bilingual Special Education, or the Education of the Gifted, Talented and/or Creative Pupil.

## Requirements for the Master of Arts and the Certificate of Advanced Study

### Special Education

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits and 30 credits, respectively.

On the Master's level the student is required to take 24 credits in special education, including Seminar (SE 599), Philosophical Foundations of Education (ED 429), and Multicultural Issues in Counseling (CN 433). A comprehensive examination is required and six credits of elective courses are permitted.

In addition to the individually designed program, candidates for the C.A.S are required to take SE 540 C.A.S. Practicum and ED 534 Theories of Learning. A C.A.S. major in special education requires a minimum of 18 credits within the program. Six credits of elective courses, with approval, are permitted.

### Certification Requirements

The certification program in special education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation is used as the basis for deriving a prescriptive curriculum for the student who is handicapped.

The planned professional comprehensive program in special education is presented according to the format of the State certification law and includes courses in the following areas:

**1. Psychoeducational Theory and Development of Handicapped Children**

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

**2. Diagnosis of Handicapped Children**

Students possessing developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

**3. Program Planning and Education of Handicapped Children**

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula, and methods will be used as the baseline for comparison.

**4. Curriculum and Methods of Teaching Handicapped Children**

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the special education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas and to utilize several alternative approaches to the same end goal.

**5. Practica/Internship**

The practica/internship assignments are designed to give graduate students opportunities to engage in professional practice as a special education teacher under the supervision of University, school, and agency personnel. The experience offers the graduate student exposure in specific settings to observe, evaluate, plan, instruct, and interact with pupils having challenging behaviors. Practica/internship requirements are settled individually in meetings with faculty advisors.

**6. Special education course planning will be in concert with the student's advisor.**

## **Initial Educator Certification Sequence of Courses**

The following list of courses is designed to reflect the current areas of study required for State of Connecticut certification as an initial professional educator in comprehensive special education.

|            |  |
|------------|--|
| SE 403     | Issues and Problems in<br>Special Education              |
| SE 411     | Introduction of Mental Retardation                       |
| SE 413     | Introduction to Learning Disabilities                    |
| SE 417     | Introduction to the Emotionally<br>Disturbed Child       |
| SE 432     | Management Techniques in<br>Special Education            |
| CN 433     | Multicultural Issues in Counseling                       |
| SE 441     | Parents and Families of<br>Individuals with Disabilities |
| SE 535-536 | Clinical Teaching I and II                               |
| SE 537     | Curriculum and Methods in<br>Mental Retardation          |
| SE 552     | Workshop in Special Education                            |
| SE 561     | Diagnostic Procedures in<br>Special Education            |
| SE 585-586 | Internship in Special Education<br>or                    |
| SE 591-592 | Practica in Special Education                            |

Specific practica or internship requirements for the initial certificate in special education are designed to meet the requirements of the State Cooperating Teacher program.

## **Cross-Endorsement Certification in Special Education**

Programs for cross-endorsement certification in comprehensive special education will be specifically planned on an individual basis in a series of meetings with the candidate's advisor. The individual program will take into consideration all developmental requirements which have not been addressed in the program which led to the previous certification.

The following is a list of courses that the Special Education Program requires for the Connecticut State certificate in comprehensive special education under the cross-endorsement program.



|            |   |
|------------|---|
| SE 403     | Issues and Problems in Special Education              |
| SE 411     | Introduction to Mental Retardation                    |
| SE 413     | Introduction to Learning Disabilities                 |
| SE 417     | Introduction to the Emotionally Disturbed Child       |
| SE 432     | Management Techniques in Special Education            |
| CN 433     | Multicultural Issues in Counseling                    |
| SE 441     | Parents and Families of Individuals with Disabilities |
| SE 535     | Clinical Teaching I                                   |
| SE 561     | Diagnostic Procedures in Special Education            |
| SE 552     | Workshop in Special Education                         |
| SE 585-586 | Internship in Special Education or                    |
| SE 591-592 | Practica in Special Education                         |

The specific content of this area of concentration consists of seven (7) three-credit Special Education Consulting Teacher core courses and two (2) suggested electives. The following courses fulfill the requirements of this area of concentration.

|        |   |
|--------|---|
| SE 550 | The Consulting Teacher: An Introduction   |
| SE 551 | Social-Emotional Development of Children, Adolescents and Young Adults with Handicaps |
| SE 408 | Transitional and Vocational Programming for the Consulting Teacher                    |
| SE 414 | Advanced Diagnosis  |
| SE 415 | Educational Programming for the Consulting Teacher                                    |
| SE 416 | Systemic Approaches to the Management of Learning Environments                        |
| EA 532 | The Administrator and Staff Development   |
| SE 442 | Intervention Strategies for Working with Families of the Disabled                     |
| PY 471 | Effective Interviewing  |

## Areas of Concentration

### Special Education Consulting Teacher

The specific purpose of this concentration is to prepare Special Education teachers to provide service in the form of consultation to mainstream educators who teach handicapped students in regular classroom settings, to school administrators, and to all those personnel directly involved in the education of handicapped children and youth. This service is designed to indirectly support the increase of academic and behavioral skills of the handicapped student.

Because the main purpose of this concentration is to provide Special Education teachers with advanced consultation skills, admission will be limited to those candidates who have already earned their basic certificate in Special Education. Depending upon previous academic preparation, the candidates may pursue this concentration at either the Master's or the Certificate of Advanced Study level.

### Bilingual Special Education

Applicants must demonstrate proficiency in English and one other language. A program of studies is individually planned for each student and normally requires 42 credits. The following represent the required courses. At the discretion of the Coordinator some courses may be substituted.

For full descriptions of courses, please refer to the Foundations, Curriculum and Teaching section for ED courses and to Special Education for SE courses.

|            |  |
|------------|--|
| SE 411     | Introduction to Mental Retardation                                       |
| SE 413     | Introduction to Learning Disabilities                                    |
| SE 561     | Diagnostic Procedures in Special Education                               |
| ED 423     | Principles of Bilingualism and Second Language Acquisition               |
| ED 461     | Reading and Writing in a Second Language                                 |
| SE 432     | Management Techniques in Special Education                               |
| ED 426     | Methods and Materials in Bilingual Programs                              |
|            | OR   |
| ED 451     | Content Area Instruction in Bilingual/ESL Classrooms                     |
| ED 441     | Teacher and Learner in the Multicultural Classroom                       |
|            | OR   |
| ED 477     | Culture and Second Language Acquisition                                  |
| SE 535     | Clinical Teaching I  |
| SE 536     | Clinical Teaching II   |
| SE 403     | Issues and Problems in Special Education                                 |
| ED 527     | Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs |
| SE 591-592 | Practica in Special Education  |

### Education of the Gifted and Talented

|        |   |
|--------|---|
| SE 421 | Education of the Gifted and Talented                  |
| SE 423 | Differentiated Curriculum for the Gifted and Talented |
| SE 425 | The Creative Process and the Creative Child           |
| SE 426 | Development of Artistic Talent                        |
| SE 427 | Critical Thinking: Theory and Practice                |
| SE 428 | Special Topics - Gifted and Talented                  |
| SE 520 | Practicum in Education of Gifted and Talented         |

## Course Descriptions

### ED/SE 350 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be examined. Included in this study will be methods of identifying and working effectively with special-needs children and youth in the regular classroom.

*3 credits*

### SE 403 Issues and Problems in Special Education

This course is designed to introduce special education and other related service majors to a variety of complex issues and problems in special education. Emphasis will be placed on themes such as: labeling of children and youth, mainstreaming, programming for instruction, de-institutionalization, parent-school involvement, early identification, the learning process and the changing role of special education.

*3 credits*

### SE 405 Exceptional Learners in the Mainstream

This course is designed to familiarize the professional with the special learning needs of mentally retarded, learning disabled, emotionally disturbed, gifted and talented children and adolescents. Methods of identifying and working effectively with special needs children and youth in the regular classroom; the roles and responsibilities of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services will be covered.

*3 credits*

**SE 408 Transitional and Vocational Programming for the Consulting Teacher**

This course is designed to provide the consulting teacher with the knowledge and abilities necessary to prepare handicapped individuals for their transition from school to the wider community. The course content will include: analysis of career choices, preparation for further education, acquisition of job seeking skills, preparation in both the vocational and social skills necessary for career success and knowledge of available support services in the areas of vocational evaluation and training. *3 credits*

**SE 411 Introduction to Mental Retardation**

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. *3 credits*

**SE 413 Introduction to Learning Disabilities**

This course introduces learning disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion. *3 credits*

**SE 414 Advanced Diagnosis**

The present diagnosis course will focus on sharing responsibility with the mainstream teacher. The goal is to arrive at an understanding in common with the mainstream teacher of the student's problems in the mainstream setting which causes the child to be difficult to teach. In concert, the special education teacher and the mainstream teacher will arrive at intervention strategies that address the student's problems, and in concert the partners will assess the effect of the suggested intervention.

Similar to the approach described with the mainstream teacher, the special education teacher and the mainstream teacher will arrive in concert with the parent/parents as to the nature of the child's problem that interfere with learning and in concert with the parent/parents, arrive at intervention strategies, to be carried out in the home.

The work carried on within the University will be the evaluation of the usefulness of a variety of assessment and intervention procedures. Those deemed useful will be tried out within the school setting. *3 credits*

**SE 415 Educational Programming for the Consulting Teacher**

This course is designed to provide the consulting teacher with the techniques necessary to analyze both appropriate comprehensive standardized, non-biased assessment instruments and curriculum based procedures for the purpose of designing, implementing and evaluating individual and group instructional programs. *3 credits*

**SE 416 Systemic Approaches to the Management of Learning Environments**

This course is designed to examine a variety of intervention strategies that human service personnel address in the process of effecting changes in the learning environments of children and youth with special needs. Theoretical orientations from psychology, family therapy and education will be used as a framework to consider such strategies as organizational and transactional analysis and communication, group process, behavioral analysis, structural and systemic analysis, and interpersonal communication. These intervention techniques will be demonstrated as possible solutions to power issues, communication problems, coalitions and boundary conflicts between direct and related service personnel and the learning environments in which they work. *3 credits*

**SE 417 Introduction to the Emotionally Disturbed Child**

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. *3 credits*

**SE 421 Education of the Gifted and Talented**

This introductory course focuses on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative student and the talented student. *3 credits*



**SE 423 Differentiated Curriculum for the Gifted and Talented**

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered.

*3 credits*

**SE 425 The Creative Process and the Creative Child**

This course will focus on the exploration of creativity through activities and theories, contemporary practices and research, and will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual.

*3 credits*

**SE 426 Development of Artistic Talent**

In recognition of the increasing demand that the arts (music, theatre, dance and graphic arts) be placed in the regular (K-12) curriculum, the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on programming for all students. The course will focus on strategies for uncovering aptitudes, practices for student development, model course designs which will utilize available art resources and suggest methods in career guidance.

*3 credits*

**SE 427 Critical Thinking: Theory and Practice**

This course combines a survey of current approaches to the teaching of critical thinking with numerous practical applications. Students will become familiar with current theories and philosophies and explore strategies for implementing critical thinking instruction. Students will be required to produce materials suitable for developed critical thinking skills in their particular milieu.

*3 credits*

**SE 428 Special Topics—Gifted and Talented**

This course takes an in-depth look at major issues in the field of talented and gifted such as differen-

tiated curriculum, learning styles and teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation.

*3 credits*

**SE 432 Management Techniques in Special Education**

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content will include such topics as: behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. This course is available to all students who work with people to affect behavioral change.

*3 credits*

**SE 440 The Learning Disabled Adolescent in the Secondary School**

The course will present models and instructional strategies for the delivery of educational services to the learning disabled students in the junior and senior high schools. Emphasis will be placed on support to content area subject matter, organizational techniques and interdepartmental communication and cooperation.

*3 credits*

**SE 441 Parents and Families of Individuals with Disabilities**

This course is designed to introduce students to the dynamic family network of disabled persons. Emphasis is on the psychosocial stages of family structure and systemic interaction. Family systems theories, their clinical applications, the grief process, family coping strategies and significant professional issues for family therapists, counselors, special educators, psychologists, nurses and other human service personnel will be explored.

*3 credits*

**SE 442 Intervention Strategies for Working with Families of the Disabled**

This course is designed for students who in their practice as professional educators or related service personnel are involved with family members of persons with disabilities. Interview procedures, intervention strategies and effective communication techniques are highlighted through illustrative clinical cases.

*3 credits*

**SE 449 Introduction to****Clinical-Child Neuropsychology**

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions. *3 credits*

**SE 450 Dyslexia**

This course introduces the student to the neuropsychology of reading and brain dysfunction associated with dyslexia. Research related to dyslexia is discussed in the areas of developmental delay, traumatic brain injury and electrophysiological studies. Differentiation of types of dyslexia is undertaken along with assessment procedures. Intervention approaches are reviewed based upon neuropsychological theory and assessment information. *3 credits*

**SE 451 Conversational Sign Language**

This course is designed to develop both receptive and expressive fluency in Sign Language (S) according to the needs of the individuals in the class. Students will learn to use sign language according to rules governing American Language (ASL) as well as transcribe words and sentences in ASL. *3 credits*

**SE 465 Early Childhood Special Education**

This course is designed to develop an understanding and working knowledge of special education interventions designed for the delivery of services to the preschool handicapped child. Major topics include the history, including the legislative milestones related to the young handicapped child; awareness of children at-risk for developmental disabilities; the screening, assessment, and evaluation process; strategies for effective intervention; educational alternatives for the young child with handicapping conditions; and awareness of the impact of the young handicapped child on the family. *3 credits*

**SE 520 Practicum in Education of Gifted and Talented**

Working under the supervision of a faculty member, students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators and educational specialists in the completion of projects. (Prerequisite: permission of the instructor) *3 credits*

**SE 535 and 536 Clinical Teaching I and II**

A six-credit sequence required of all initial certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be non-categorical in nature and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561)

*3 credits each course; total 6 credits*

**SE 537 Curriculum and Methods in Mental Retardation**

Curricula and methods currently in use with mentally retarded students are presented. The school years will be treated specifically as they affect mildly and moderately mentally retarded students' ability to be learners. (Prerequisite: SE 411) *3 credits*

**SE 540 C.A.S. Practicum**

Candidates will complete a project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of the instructor) *3 credits*

**SE 550 The Consulting Teacher:  
An Introduction**

This course presents an overview of current models which support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education and classroom consultation.

*3 credits*

**SE 551 Social-Emotional Development of  
Children, Adolescents and Young Adults  
with Handicaps**

This course deals with the causes and consequences of handicapping conditions with special emphasis on social-emotional sequelae. It deals with changing behavioral characteristics with age and the special areas of coping difficulty for the adolescent and young adult period, including social interactions and coping with education and career.

*3 credits*

**SE 552 Workshop in Special Education**

Psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 413, SE 535, SE 536, SE 561)

*6 credits*

**SE 561 Diagnostic Procedures in  
Special Education**

Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413)

*3 credits*

**SE 585-586 Internship in Special Education**

These are two three-credit courses, each involving one full semester of full time professional special education experience with children or youth with different handicaps. Students fulfilling the initial comprehensive special education certificate undergo a designed state mandated student teaching experience during segments of this period of time. Arrangement of internship experience is made by University faculty. Supervision is by University faculty and special education system; seminar attendance and case report is required. Students fulfilling the initial comprehensive special education certificate are placed through the district placement procedures of the state mandated cooperating teacher program

**NOTE:** Both Practica and Internship for students seeking Initial and Cross Endorsement comprehensive state certification in special education require the following minimum course prerequisites as well as permission of the Practicum/Internship Coordinator: SE 413; SE 432; SE 535; SE 552 and SE 561. Students are required to notify the Practicum/Internship Coordinator **at the beginning of the semester prior to Practica or Internship placement.**

*3 credits each course; total 6 credits*



**SE 591-592 Practica in Special Education**

These two three-credit courses each involve a minimum of ten weeks of effective professional special education experience with children or youth with different handicaps. Students fulfilling the initial comprehensive special education certificate undertake a designed state mandated student teaching experience. Arrangement of practica experience is made by University faculty. Supervision is by University faculty and special education system; seminar attendance and case report are required. Students fulfilling the initial comprehensive special education certificate are placed through the district placement procedures of the state mandated cooperating teacher program.

**NOTE:** Both Practica and Internship for students seeking Initial and Cross Endorsement comprehensive state certification in special education require the following minimum course prerequisites as well as permission of the Practicum/Internship Coordinator: SE 413; SE 432; SE 535; SE 552 and SE 561. Students are required to notify the Practicum/Internship Coordinator **at the beginning of the semester prior to Practica or Internship placement.**

*3 credits each course; total 6 credits*

**SE 595 Independent Study in****Special Education (Formerly SE 500)**

The course provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the instructor) *3-6 credits*

**SE 599 Seminar in Special Education**

This synthesizing seminar is a research oriented course that directs the student toward an in-depth study of special topics in the field. *3 credits*



## Faculty

**Harry Adamakos**, *Lecturer in Education*

B.S., Union College; M.A., Ph.D., Bowling Green State University.

**Patricia Beers**, *Lecturer in Education*

B.A., College of New Rochelle; M.S., University of Bridgeport.

**Janine M. Bernard**, *Professor of Education*

B.A., Stonehill College; M.A., University of Connecticut; Ph.D., Purdue University.

**Jane P. Brooks**, *Lecturer in Education*

B.A., Barnard College, Columbia University; M.A., Teachers College, Columbia University; M.A., Fairfield University; Ed.D., St. John's University.

**Janet F. Carlson**, *Assistant Professor of Education*

B.S., Union College; M.A., Ph.D., Fordham University.

**David F. Clune**, *Lecturer in Education*

B.S., Westfield State College; M.A., Ph.D., University of Connecticut.

**Karen Connolly**, *Lecturer in Education*

B.A., Ohio State University; M.A., Fairfield University.

**Anthony Costa**, *Assistant Professor of Education; Director, Teacher Preparation Program*

B.S., M.A., Southern Connecticut State College; C.A.S., Fairfield University.

**Elizabeth Culler**, *Lecturer in Education*

B.A., University of California; M.A., Goddard College; Ed.D., University of Massachusetts.

**Georgia Fayetta Day**, *Associate Professor of Education; Associate Dean*

B.S., Hampton University; M.S., Gallaudet University; Ph.D., Syracuse University.

**Margaret C. Deignan**, *Associate Professor of Education*

A.B., M.A., Marywood College; Ph.D., Yeshiva University.

**Debra Doyle**, *Lecturer in Education*

B.A., M.A., Fairfield University.

**Nancy Ellis**, *Assistant Professor of Education*

B.S., Fairleigh Dickinson University; M.A., Montclair State College; C.A.S., Fairfield University; Ph.D., Fordham University.

**Mary-Alice Fitzgerald**, *Lecturer in Education*

B.A., M.Ed., College of New Rochelle; M.S., University of Bridgeport; Ed.D., Harvard University.

**Thomas J. Foran**, *Lecturer in Education*

B.S., Central Connecticut State University; M.A., New York University; C.A.S., Fairfield University.

**Daniel Geller**, *Professor of Education*

B.A., C.W. Post College; Ph.D., Yeshiva University.

**Joshua M. Gold**, *Assistant Professor Education*

B.A., M.A., University of Manitoba; Ph.D., Kent State University.

**Harold Hackney**, *Professor of Education*

B.S.Ed., West Virginia University; M.A., George Washington University; Ed.D., University of Massachusetts.

**Richard P. Hageman, Jr.**, *Lecturer in Education*

B.S., Central Connecticut State College; M.S., Prof. Diploma, University of Bridgeport.

**Ibrahim M. Hefzallah**, *Professor of Education*

B.S., Ein-Shams University; M.A., Ph.D., Ohio State University.

**James Honeycutt**, *Lecturer in Education*

B.A., M.A., Fairfield University.

**Linda Keller**, *Lecturer in Education*

B.A., Boston University; M.S.W., Columbia University.

**Brian Kelly**, *Lecturer in Education*

B.A., University of Northern Colorado; M.Ed., University of Missouri; Ed.D., North Texas State University.

**Beatrice M. Krawiecki**, *Lecturer in Education*

B.S., Fredonia State University; M.S., Buffalo State University; C.A.S., Fairfield University; M.S., Ed.D., Teachers College, Columbia University.

**Marsha Leverte**, *Lecturer in Education*

B.S., Hofstra University; M.S., Rider College; M.S.W., New York University.

**Francis W. Lewis, S.J.**, *Professor of Education*

A.B., M.A., M.Ed., S.T.L., Boston College; Ph.L., Weston College; Ed.D., Harvard University.

**Janice Lewis**, *Lecturer in Education*

B.S., M.S., Central Connecticut State University.

**Weiner Liepolt**, *Lecturer in Education*

B.A., Union College; M.A., University of Pennsylvania.

**Stuart M. Losen**, *Lecturer in Education*

B.A., M.A., City College of New York; Ph.D., University of Buffalo.

**Lois Luchnik**, *Lecturer in Education*

B.S., Boston University; M.S., M.Ed., Southern Connecticut State University.

**W. Paul Maloney**, *Lecturer in Education;*

*Director, Management Development, NBC* B.A., Holy Cross; M.A., Boston State University; Ed.D., University of Virginia.

**Brian Merry**, *Lecturer in Education; TV Operations*

*Supervisor, Fairfield University*  
B.S., Sacred Heart University.

**Frederick Mis**, *Lecturer in Education*

B.S., Fairfield University; Ph.D., University of Massachusetts.

**Edward Montignino**, *Lecturer in Education;*

*Director of Media Services, Greenwich High School*  
M.A., C.A.S., Fairfield University.

**Susan R. Moore**, *Lecturer in Education*

B.A., Pennsylvania State University; M.A., Fairfield University; C.A.S., Southern Connecticut State University.



**Eileen O'Mara**, *Lecturer in Education*

B.S., New York University; M.S., California State University; Ed.D., Fairfield Dickinson University.

**Robert Perrotta**, *Lecturer in Education*

B.A., M.A., C.A.S., Fairfield University; J.D., University of Connecticut.

**Sr. Julianna Poole**, *Assistant Professor of Education*

B.A., College of the Sacred Heart; M.A., Seton Hall University; M.Ed., University of Puerto Rico; Ed.D., University of Rochester.

**Rona Preli**, *Associate Professor of Education*

B.S., University of Connecticut; M.S., University of Pennsylvania; Ph.D., Virginia Polytechnic Institute and State University.

**Rodolfo J. Rosado**, *Assistant Professor of Education*

B.A., M.A., Ph.D., Fordham University.

**Jerome Schiller**, *Professor of Psychology and Education*

B.S., Queens College; M.S., University of Wisconsin; Ph.D., University of Pittsburgh.

**John J. Schurdak**, *Associate Professor of Education*

*Research and Development*  
A.B., M.A., Ph.D., Yale University.

**Darla Shaw**, *Lecturer in Education*

B.S., M.A., New York University; Ed.D., University of Bridgeport.

**Antônio Simoes**, *Professor of Education; Dean*

B.S., Boston College; M.A., Ed.D., Teachers College, Columbia University.

**Winston Tellis**, *Lecturer in Education*

B.S., University of Bombay; M.A., Fairfield University; M.S., Stevens Institute of Technology.

**Gwendolyn Thomas**, *Assistant Professor of Education*

B.S., Hunter College; M.S., The City College of New York; Ed.D., Fordham University.

**Louis M. Triozzi**, *Lecturer in Education*

B.A., Seton Hall University; M.A., Fordham University; C.A.S., Fairfield University.

**Lawrence A. Vitulano**, *Lecturer in Education*

B.S., Georgetown University; Ph.D., Catholic University.

**Marion S. Walsh**, *Lecturer in Education*

B.S., Boston University; M.Ed., University of Hartford; M.S., Southern Connecticut State College.

**Alan White**, *Lecturer in Education*

A.B., Harvard College; Ed.M., Harvard University; Ph.D., University of Connecticut.

**Brenda White**, *Lecturer in Education*

B.A., Thiel College; M.L.S., Ph.D., University of Pittsburgh.

**Richard Wood**, *Lecturer in Education*

B.A., Williams College; M.A., Fairfield University.

## Advisory Boards

### ADVISORY BOARD IN ADMINISTRATION AND SUPERVISION

**Nancy Cetorelli**, *Assistant Superintendent for Educational Services*  
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Graduate School of Education  
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Bureau of Certification and Accreditation  
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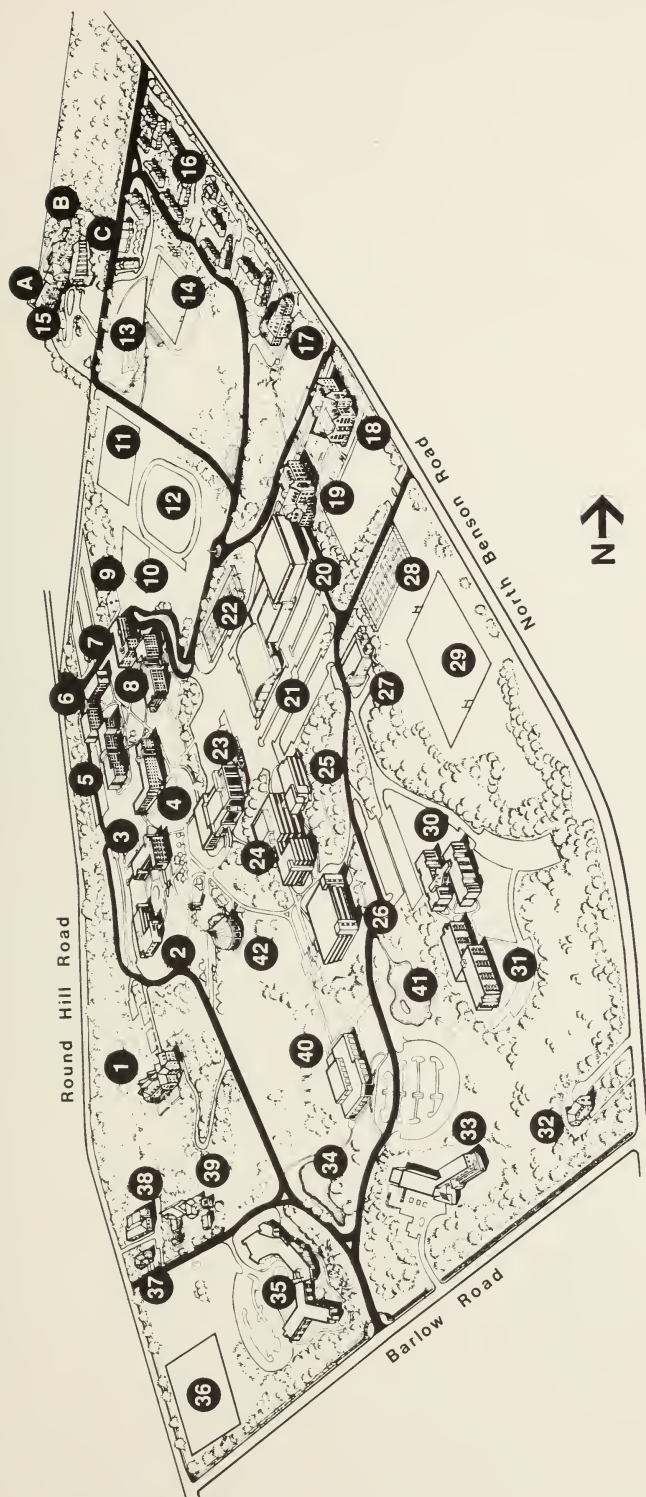








# FAIRFIELD UNIVERSITY CAMPUS



- |                      |                                |                                   |   |
|----------------------|--------------------------------|-----------------------------------|---|
| 1. Bellarmine Hall   | 13. Baseball Field             | 21. Alumni Hall - Gymnasium       | 33. Jesuit Residence - St. Ignatius     |
| 2. Donauanna Hall    | 14. Alumni Field               | 22. Tennis Courts                 | 34. Bellarmine Pond                     |
| 3. Canisius Hall     | 15. Dolan Campus               | 23. Barone Campus Center          | 35. Center for Financial Studies        |
| 4. Gonzaga Hall      | A. John C. Dolan Hall          | 24. Barnow Science Center         | 36. Barlow Field                        |
| 5. Regis Hall        | B. David J. Dolan House        | 25. School of Nursing             | 37. Southwell Hall                      |
| 6. Joes Hall         | C. Thomas F. Dolan Commons     | 26. Nysellus Library              | 38. Playhouse                           |
| 7. Campion Hall      | 16. Student Town House Complex | 27. Central Utility Facility      | 39. Maintenance                         |
| 8. Loyola Hall       | 17. McAuliffe Hall             | 28. Tennis Courts                 | 40. Regina A. Quick Center for the Arts |
| 9. Basketball Courts | 18. Xavier Hall                | 29. Grauert Field                 | 41. Hopkins Pond                        |
| 10. Playing Field    | 19. Berchmans Hall             | 30. Koska Hall                    | 42. Egan Chapel of St. Ignatius         |
| 11. Intramural Field | 20. Recreational Complex       | 31. Claver Hall                   | Loyola and Pedro Arrupe, S.J.           |
| 12. Varsity Field    |                                | 32. Jesuit Residence - St. Robert | Campus Ministry Center                  |

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- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, right onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.

# **FAIRFIELD UNIVERSITY**

**FAIRFIELD, CONNECTICUT 06430-7524  
(203) 254-4000**